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ABSTRACT

Designed to assist teachers in small schools with the improvement of curriculum and instruction and to help smaller districts that do not have curriculum personnel to comply with Washington's Student Learning Objectives (SLO) Law, this guide contains language arts curriculum materials for grades K-3. Learning objectives are correlated to the Goals for Washington Common Schools and to broad K-12 language arts program goals. The arrangement of information is designed to allow districts to personalize the curriculum materials to meet their own educational programs. The format consists of a sequential list of student learning objectives related to a specific area of the language arts curriculum, followed by pages which feature one or more of the objectives and include activities, monitoring procedures, and possible resources to be used in teaching the objectives. Suggested grade placement of the objectives and activities is indicated, and, where applicable, the relatedness of an objective to other curriculum areas is shown. Particular effort has been given to correlating the materials with the areas of Environmental Education and the use of the newspaper in the classroom. Language arts scope areas for grades K-3 include handwriting, written expression, letter writing, literature, poetry, creative dramatics, listening, speaking and spelling. (CM)

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SMALL SCHOOLS
LANGUAGE ARTS CURRICULUM

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K-3

SCOPE ● OBJECTIVES ● ACTIVITIES ● RESOURCES ● MONITORING PROCEDURES

RC 012839

Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington

SMALL SCHOOLS

LANGUAGE ARTS CURRICULUM

K-3

Scope

Objectives

Activities

Resources

Monitoring Procedures

Working Copy
September 1976

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APPRECIATION

Many educators have been involved in the development of the Small Schools curriculum materials. Of these, Robert Groeschell, now retired from the office of the State Superintendent of Public Instruction, deserves special recognition for his insight, leadership and support in initiating the Small Schools Curriculum Project.

In order to provide assistance to small school districts, a curriculum assessment was conducted by Mr. Groeschell in the spring of 1975. The findings of this assessment pointed out the need for the development of curriculum guidelines to assist small districts in identifying learning objectives and in planning for program implementation. These findings were used to provide the basis for originally funding the Small Schools Curriculum Project.

INTRODUCTION

The Small Schools materials were developed through the cooperative efforts of three levels of educational organizations: local, regional and state. Forty primary teachers and ten elementary principals from small districts in Snohomish and Island Counties (Arlington, Darrington, Granite Falls, Lake Stevens, Lakewood, Monroe, Snohomish, Stanwood, Sultan, South Whidbey and Monroe Christian School), developed and sequenced student learning objectives for grades kindergarten through third in five curriculum areas: reading, language arts, mathematics, science and social studies. Suggested activities, monitoring procedures, and resources used in teaching the objectives were identified and each student learning objective was correlated to the State Goals for Washington Common Schools and to broad program goals. Educational Service District 189 and the office of the Superintendent of Public Instruction provided technical assistance, organizational leadership and editorial and publication services to the districts.

On the following pages you will find a portion of the Small Schools Curriculum. Included are student learning objectives, suggested activities, monitoring procedures and resources for Language Arts. These materials were developed during the 1975-76 school year and currently are being piloted in more than twenty small districts within the state. Data collected from the pilot districts will be used to modify the materials in preparation for publication and state-wide distribution.

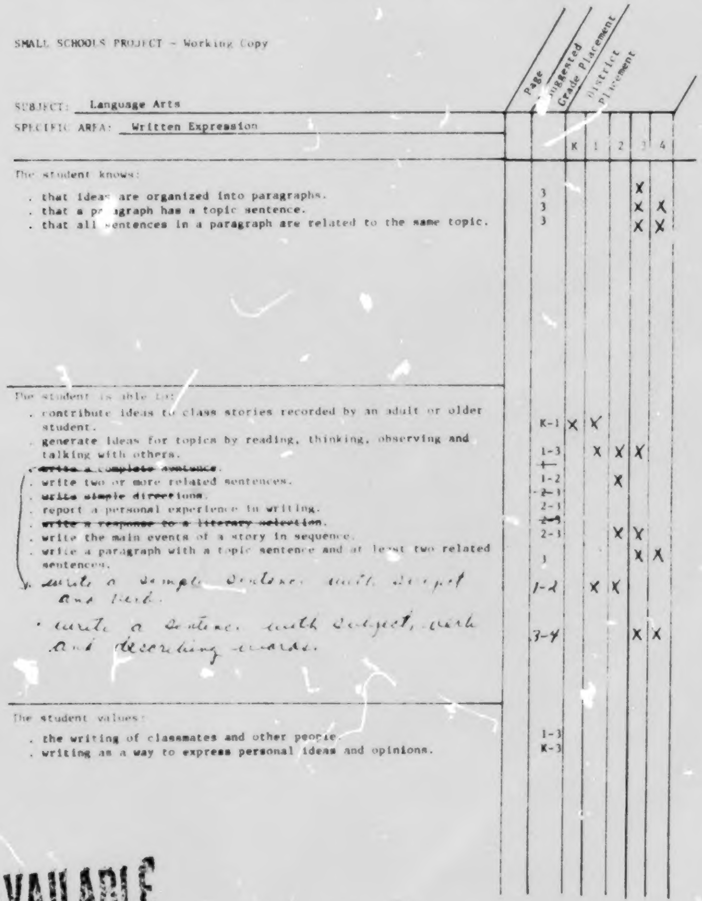
FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to facilitate the transportability of the product by allowing districts to personalize the curriculum materials to meet their own educational programs. The Small Schools Format provides a simple arrangement for listing objectives and identifying activities, monitoring procedures, and resources used in teaching.

Page One

The first format page lists the sequence of student learning objectives related to a specific area of the curriculum for either reading, language arts, mathematics, science or social studies. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation is made with the understanding that it applies to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the curriculum materials available in their schools. District personnel may also choose to delete an objective by striking it from the list or add another objective by writing it directly on the sequenced objective page.



SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Language Arts

SPECIFIC AREA: Written Expression

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that ideas are organized into paragraphs.		3				X	
. that a paragraph has a topic sentence.		3				X	X
. that all sentences in a paragraph are related to the same topic.		3				X	X
The student is able to:							
. contribute ideas to class stories recorded by an adult or older student.		K-1	X	X			
. generate ideas for topics by reading, thinking, observing and talking with others.		1-3		X	X	X	
. ~~write a complete sentence~~.		+—					
. write two or more related sentences.		1-2			X		
. ~~write simple directions~~.		~~2-3~~					
. report a personal experience in writing.		2-3					
. ~~write a response to a literary selection~~.		~~2-3~~					
. write the main events of a story in sequence.		2-3			X	X	
. write a paragraph with a topic sentence and at least two related sentences.		3				X	X
. write a simple sentence with subject and verb.		1-2		X	X		
. write a sentence with subject, verb and describing words.		3-4				X	X
The student values:							
. the writing of classmates and other people.		1-3					
. writing as a way to express personal ideas and opinions.		K-3					

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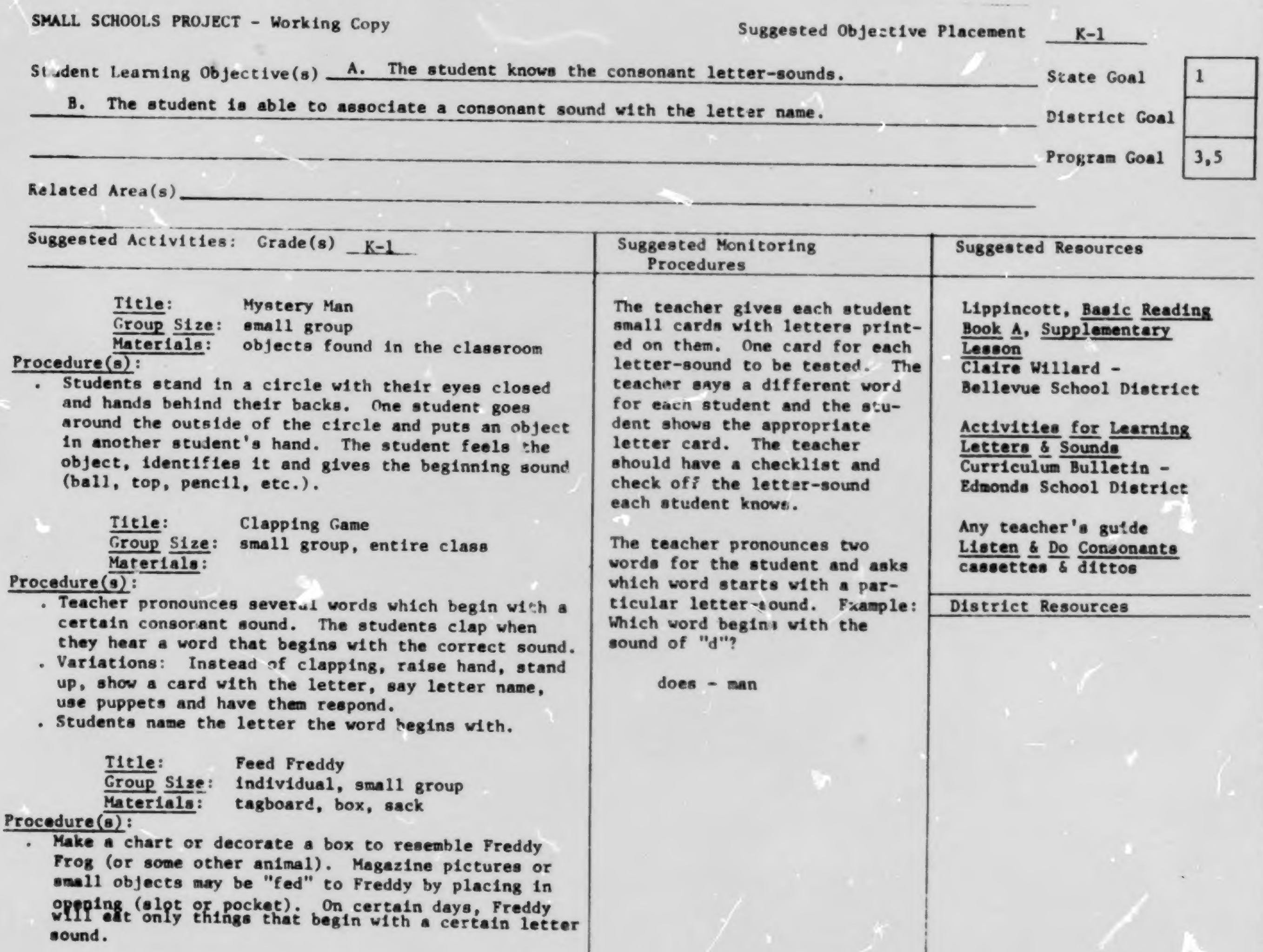
Format, continued

Page Two

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, Career Education, and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.



SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student knows the consonant letter-sounds.

B. The student is able to associate a consonant sound with the letter name.

State Goal	1
District Goal	
Program Goal	3,5

Related Area(s)

Suggested Activities: Grade(s) K-1

Title: Mystery Man
Group Size: small group
Materials: objects found in the classroom

Procedure(s):

- Students stand in a circle with their eyes closed and hands behind their backs. One student goes around the outside of the circle and puts an object in another student's hand. The student feels the object, identifies it and gives the beginning sound (ball, top, pencil, etc.).

Title: Clapping Game
Group Size: small group, entire class
Materials:

Procedure(s):

- Teacher pronounces several words which begin with a certain consonant sound. The students clap when they hear a word that begins with the correct sound.
- Variations: Instead of clapping, raise hand, stand up, show a card with the letter, say letter name, use puppets and have them respond.
- Students name the letter the word begins with.

Title: Feed Freddy
Group Size: individual, small group
Materials: tagboard, box, sack

Procedure(s):

- Make a chart or decorate a box to resemble Freddy Frog (or some other animal). Magazine pictures or small objects may be "fed" to Freddy by placing in opening (slot or pocket). On certain days, Freddy will eat only things that begin with a certain letter sound.

Suggested Monitoring Procedures

The teacher gives each student small cards with letters printed on them. One card for each letter-sound to be tested. The teacher says a different word for each student and the student shows the appropriate letter card. The teacher should have a checklist and check off the letter-sound each student knows.

The teacher pronounces two words for the student and asks which word starts with a particular letter-sound. Example: Which word begins with the sound of "d"?

does - man

Suggested Resources

Lippincott, Basic Reading Book A, Supplementary Lesson
Claire Willard - Bellevue School District

Activities for Learning Letters & Sounds
Curriculum Bulletin - Edmonds School District

Any teacher's guide
Listen & Do Consonants cassettes & dittos

District Resources

DEFINITION OF FORMAT TERMS
Small Schools Curriculum Project

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972 the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcomes of an entire area of instruction such as mathematics, language arts or social studies.

Student Learning Objective

Three major types of learning objectives which have been identified are knowledge, process and value objectives.

> Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.
>
> An example of a Knowledge Student Learning Objective is: "The student knows guide words in a dictionary indicate the first and last words on the page."
>
> Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production, service and human relationships.
>
> An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name.

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformily and consistantly approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

Suggested Learning Activities describe the behavior of both the teacher and students. The instructional strategies employed by the teacher, as well as the activities undertaken by the students, are included in this section. Each activity includes materials, group size and procedures.

Suggested Monitoring Procedures indicate informal methods for determining the progress a student is making towards the attainment of the objective. These methods include techniques such as teacher observation, student interest and attitude surveys and recording results of classroom instruction.

Suggested Learning Resources indicate materials, teacher made or commercially produced, which are needed by both the teacher and students in order to accomplish the learning activities.

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

LANGUAGE ARTS PROGRAM GOALS

1. The student uses language effectively in interaction with others, gaining and improving speaking and listening skills in group communication process.

2. The student responds to literature in subjective, analytic and evaluative ways.

3. The student writes honestly, creatively and clearly.

4. The student acquires, interprets and evaluates information through purposeful and critical observation and listening.

5. The student interprets literature and the humanities as a reflection of the life, values and ideas of this and other cultures.

6. The student comprehends the printed material needed to succeed in educational, vocational and social interests and inquiries.

7. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, of associations and points of view.

8. The student adapts speech and writing to different purposes, audiences and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

9. The student expresses and interprets ideas, attitudes and feelings effectively in nonverbal ways.

10. The student knows that language adapts to the needs of people through time.

11. The student knows that one's experience in the world is given meaning and shape by his/her language.

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LANGUAGE ARTS
SCOPE (K-3)

I. HANDWRITING . . . .
  A. Manuscript 1
  B. Cursive 1

II. USAGE . . . .
  A. Capitalization .33
  B. Punctutation 43
  C. Nouns, Pronouns 61
  D. Plurals 61
  E. Verbs 75
  F. Subject, Predicate 75
  G. Descriptive Words 75

III. WRITTEN EXPRESSION 97

IV. LETTER WRITING 125

V. LITERATURE 131

VI. POETRY 167

VII. CREATIVE DRAMATICS 181

VIII. LISTENING 195

IX. SPEAKING 209

X. SPELLING . . . . .separate cover

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the original document was blank

SUBJECT: Language Arts

SPECIFIC AREA: Handwriting: Manuscript, Cursive

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
The student is able to:							
. draw straight lines and circles .	3-	K-1					
. trace shapes, lines and letters .	11	K-1					
. write upper and lower case letters in manuscript.	13-	K-2					
. write words using correct manuscript form and spacing.	19	1-2					
. trace slant lines, ovals and curves.	21	2-3					
. write upper and lower case cursive letters in slant and joined form.	25-	2-3					
. write words using correct cursive form, slant and spacing.	29	2-3					
The student values:							
. neat and legible handwriting as a means of communication.	13 25 29 27	K-3					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student is able to draw straight lines and circles.

State Goal	1, 8, 10
District Goal	
Program Goal	3

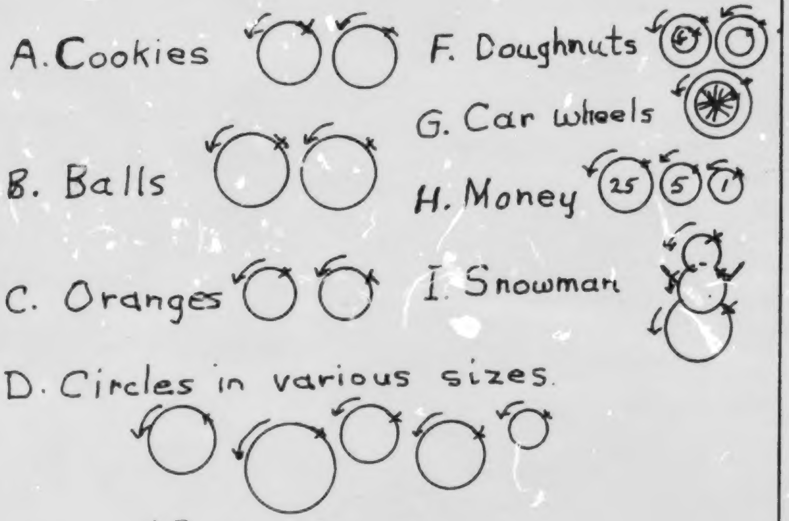
Related Area(s)

Suggested Activities: Grade(s) K-1

Title: Drawing Circles
Group Size: entire class
Materials: chalk, chalkboard

Procedure(s):

- Teacher demonstrates drawing a circle in the air with large hand movements.
- Teacher makes large circles and straight lines on chalkboard without using guide lines.
- Teacher selects groups of students to work at the chalkboard drawing large circles. Tell the students to begin at "x" and draw counter-clockwise.



Suggested Monitoring Procedures

Suggested Resources

Handwriting, Dr. Jack E. Kittell, University of Washington School of Education (p. 237-238)

My First Handwriting Book, by Louise Bender Scott

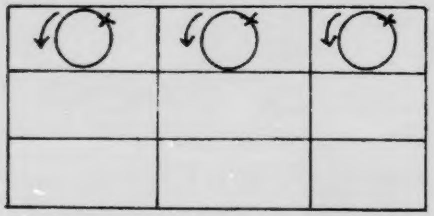
District Resources

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Suggested Resources

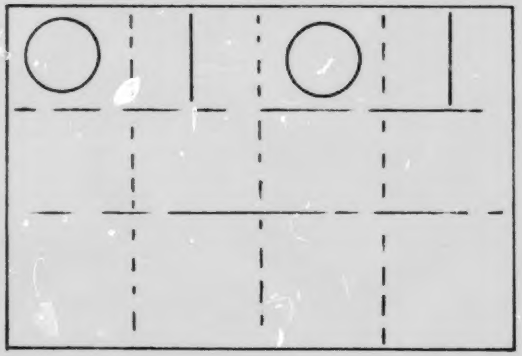
Title: Circles and Lines
Group Size: entire class
Materials: folded newsprint, chalkboard, classified ad section of newspaper

Procedure(s):

- Students will draw large circles 24"x36" on folded newsprint.



- Students will make circles and straight lines alternately on 24"x36" folded newsprint, chalkboard or a classified ad page of newspaper.



District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-1

Student Learning Objective(s) A. She student is able to draw straight lines and circles.

State Goal	1,8,10
District Goal	
Program Goal	3

Related Area(s) Handwriting: Manuscript, Cursive

Suggested Activities: Grade(s) K-1

Title: Clown Riddle
Group Size: small groups
Materials: chalkboard, chalk

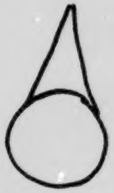
Procedure(s):

- Teacher gathers small group of students to the chalkboard.
- Teacher gives them the following riddle. Students draw circles and lines as the riddle progresses.

First we draw a circle

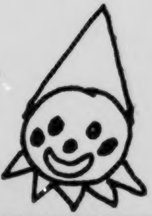
Then a triangle for a hat

A circle and then a triangle
Now tell me! What is that?



Next, we'll make some little points
Down and up and up and down;

Eyes and nose, and a big, wide smile.
Yes! It's Funny Clown!



Suggested Monitoring Procedures

Observe student drawing circles to see if he/she starts at "x" and draws counterclockwise.

Suggested Resources

Navajo Area Curriculum, Development Project, Director, Dr. Ted Kaltsounis, University of Washington, College of Education (p. 104)

Edmonds School District. Language Arts Curriculum Guide

Mukilteo School District, Writing Continuum Handbook

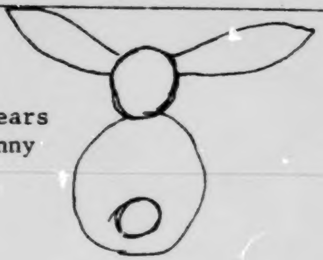
District Resources

Suggested Activities: Grade(s) ______

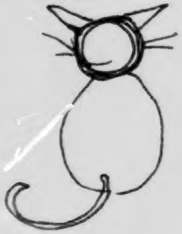
Suggested Monitoring Procedures

Suggested Resources

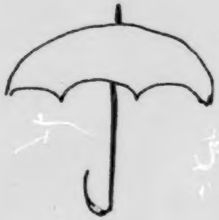
My rabbit is
A furry bunny,
With two tall ears
And tail so funny



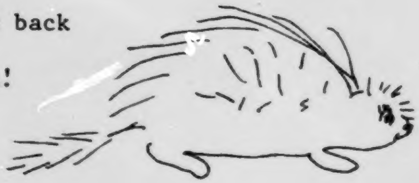
I put a tail on pussy cat,
Down and curl around like that



An umbrella is fine
For rain or shine



Mr. Porcupine
Has needles on his back
Each needle is
As sharp as a tack!



- Have students trace similar patterns on paper. Provide dittoed copies of the riddles and patterns given above.

District Resources

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student is able to draw straight lines and circles

State Goal	1,8,10
District Goal	
Program Goal	3

Related Area(s) Handwriting: Manuscript, Cursive

Suggested Activities: Grade(s) K-1

Title: Circles and Straight Lines
Group Size: individuals
Materials: newsprint (unlined), crayons, round toys, toys with straight lines (dishes, ball, trucks)

Procedure(s):

- Display toys to students pointing out the round and straight areas.
- After students understand the object pattern above, have them use their crayons and draw circle pictures on the newsprint.

Suggested Monitoring Procedures

Suggested Resources

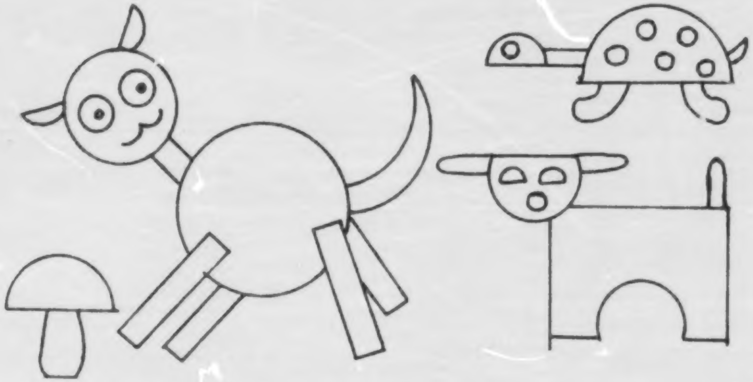
Handwriting, Dr. Jack E. Kittell, University of Washington, College of Education (p. 234)

Zaner-Bloser, Readiness Creative Growth With Handwriting

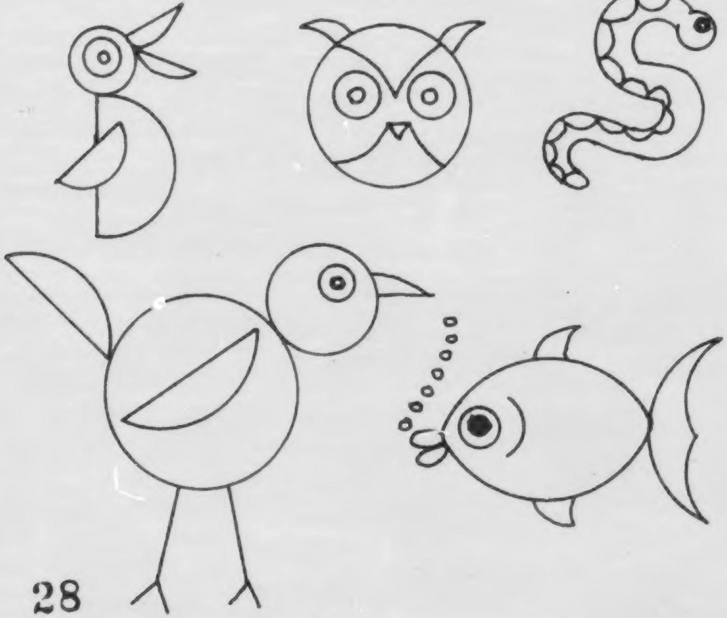
District Resources

Suggested Activities: Grade(s) K-1

. The student will draw and cut along a curve.



. The student will trace large circles and small circles.



Suggested Monitoring Procedures

Note: Students should be familiar with the meaning of the following terms:

- up
- down
- over
- around
- circle
- straight
- space
- after
- above
- touch
- together
- left
- across
- before
- right
- top
- bottom
- line
- under

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student is able to draw straight lines and circles.

State Goal	1,8,10
District Goal	
Program Goal	3

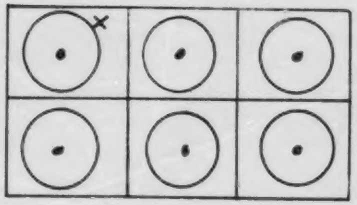
Related Area(s) Handwriting: Manuscript, Cursive

Suggested Activities: Grade(s) K-1

Title: Raisin Cookies
Group Size: entire class
Materials: crayons, newsprint strips 8"x18"

Procedure(s):

- Teacher demonstrates first in the air. Draws cookies, puts them in a pan; puts a raisin in the middle.



- Students draw a 7" circle with a crayon on newsprint attached to chalkboard. (Teacher puts a small "x" on the top right to indicate starting point.)
- At tables, students use 8"x18" strips and crayon to make doughnuts, cookies, wheels.

Suggested Monitoring Procedures

On unlined newsprint strips, 8"x18", attached to chalkboard make 7" circles with crayon. At seats, students will draw circles and straight lines.

Suggested Resources

Handwriting, Dr. Jack E. Kittell, University of Washington, College of Education (p. 238)

Zaner Bloser Handwriting Program

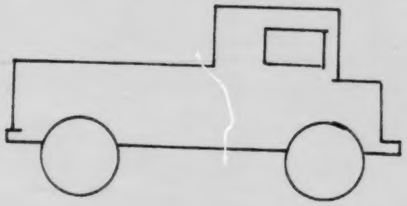
District Resources

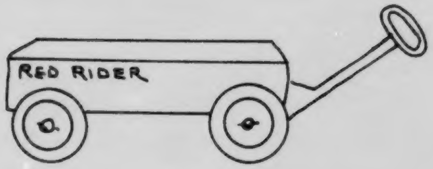
Suggested Activities: Grade(s) K-1

Title: Riddles
Group Size: entire class
Materials: newsprint, crayons

Procedure(s):

- Teacher asks a riddle such as:
  I have four wheels. I am painted red.
  Children like to ride in me. What am I?
- Students will then draw straight lines and circles of the object described in the riddle, using plain newsprint.





Suggested Monitoring Procedures

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student is able to trace shapes, lines, letters.

State Goal	1,8,10
District Goal	
Program Goal	3

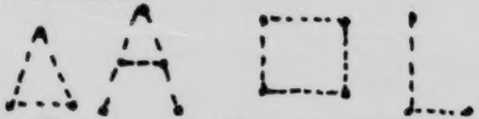
Related Area(s) Handwriting: Manuscript, Cursive

Suggested Activities: Grade(s) K-1

Title:
Group Size: entire class
Materials: worksheets, mimeo or ditto

Procedure(s):

- Students draw on paper (unlined) straight lines from top to bottom, circles (clockwise) and slant lines.
- For the slant lines, include a section with shapes outlined in dots. Students trace letters and connect the dots.



Extension: To relax students and improve their motor skills, have them trace sandpaper shapes or fill cookie sheet with sand and have student trace letters in the sand.

Title: Mural Shapes
Group Size: entire class
Materials: construction paper, scissors, crayons, paste, large sheet of paper for mural, templates of geometric shapes and animal shapes

Procedure(s):

- Have students trace various geometric and animal shapes on construction paper.
- Have them cut out the shapes and paste on mural paper.
- Students can fill in space with crayon drawings.

Suggested Monitoring Procedures

Suggested Resources

Zaner-Bloser, Creative Growth With Handwriting Readiness, Teacher's Guide (p.p. 2, 3, 10, 11)

Zaner-Bloser, Handwriting Transition (p.p. 6, 7)

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to write upper and lower case letters in manuscript form. B. The student values handwriting as a means of communication.

State Goal	1,8,10
District Goal	
Program Goal	3

Related Area(s) Handwriting: Manuscript, Cursive

Suggested Activities: Grade(s) K-2

When writing is first introduced, children may find it difficult to remember the placement of letters on the lines. Here are three suggestions teachers have found helpful:

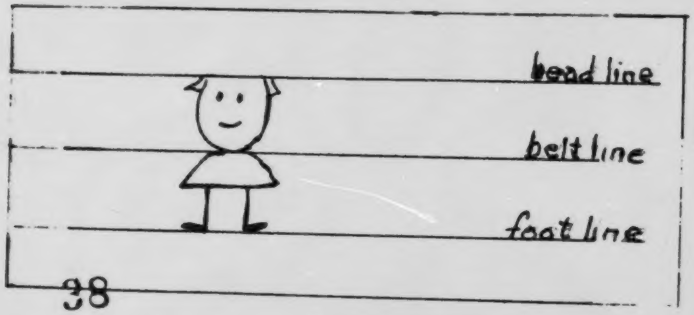
Draw a house in the double space

Talk about letters which live in the whole house, occupying two floors.
Talk about letters which live in just the downstairs.
Talk about letters which go down into the basement.

Title: Positioning Letters on Paper
Group Size: individuals, entire class
Materials: lined paper, pencil

Procedure(s):

. Give students the following diagram to copy.



Suggested Monitoring Procedures

The student will be aware that letter sizes and spaces used are important for their writing.

Suggested Resources

Navajo Area Curriculum Development Project, Director, Dr. T. Kaltsounis University of Washington, (p. 105)

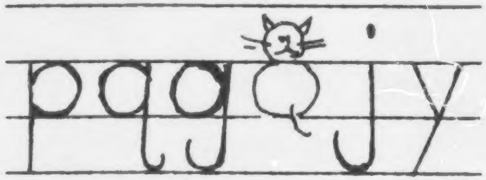
District Resources

Suggested Activities: Grade(s) K-2

Suggested Monitoring Procedures

Suggested Resources

- Letters that are written or printed below the footline may be referred to as "cattail".



- Use a blue line for letters which almost touch the sky, a green line for letters which meet the tree tops, and a brown line for letters that rest on the ground or go deep underground.

Title: Lion Riddle
Group Size: entire class
Materials: lion riddle, lined paper, pencil

Procedure(s): (Example of a way of introducing letters.)

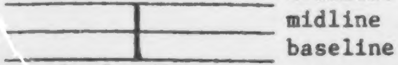
- Read the following riddle to students:

  I am the king of the jungle.
  When I roar--oh, what a rumble!
  Animals are afraid of me
  Because I eat them up, you see.
  Four legs have I and a big thick mane,
  Now, can you guess my name?

- Follow with these questions:

  Has anyone seen a lion? Do lions live in the wild or in the city? What is a mane? Why is the lion called a "king"? What straight line letter begins lion? (L 1)

- Distribute paper (lined) to students.
- Give the following directions for students to follow:
  - The letter is lower case 1



Begin at the headline, pull down straight to the base line.

District Resources

Suggested Objective Placement K-2

Student Learning Objective(s) A. The student is able to write upper and lower case letters in manuscript form. B. The student values neat and legible handwriting as a means of communication.

State Goal	1,8,10
District Goal	
Program Goal	3

Related Area(s)

Suggested Activities: Grade(s) K-2

- Give directions for students to follow for upper case L.

The letter is upper case L

Pull down straight from the headline to the baseline.

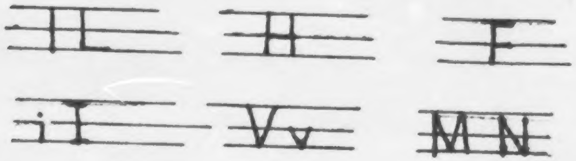
- After writing the letters, direct the students to write a sentence about lions or a tiger.

Title:	Straight and Slant Line Letters
Group Size:	entire class
Materials:	lined paper, pencils

Procedure(s):

- Have students practice writing in manuscript form straight and slant line letters.

Examples:



Suggested Monitoring Procedures

Suggested Resources

District Resources

Suggested Activities: Grade(s) K-2

Suggested Monitoring Procedures

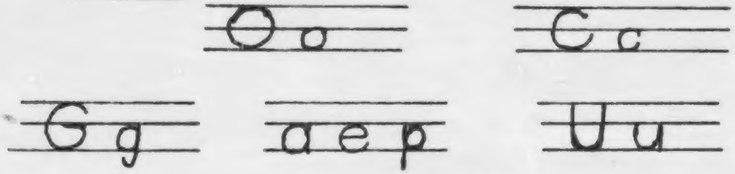
Suggested Resources

Title: Curved Letters
Group Size: entire class
Materials: lined paper, pencils

Procedure(s):

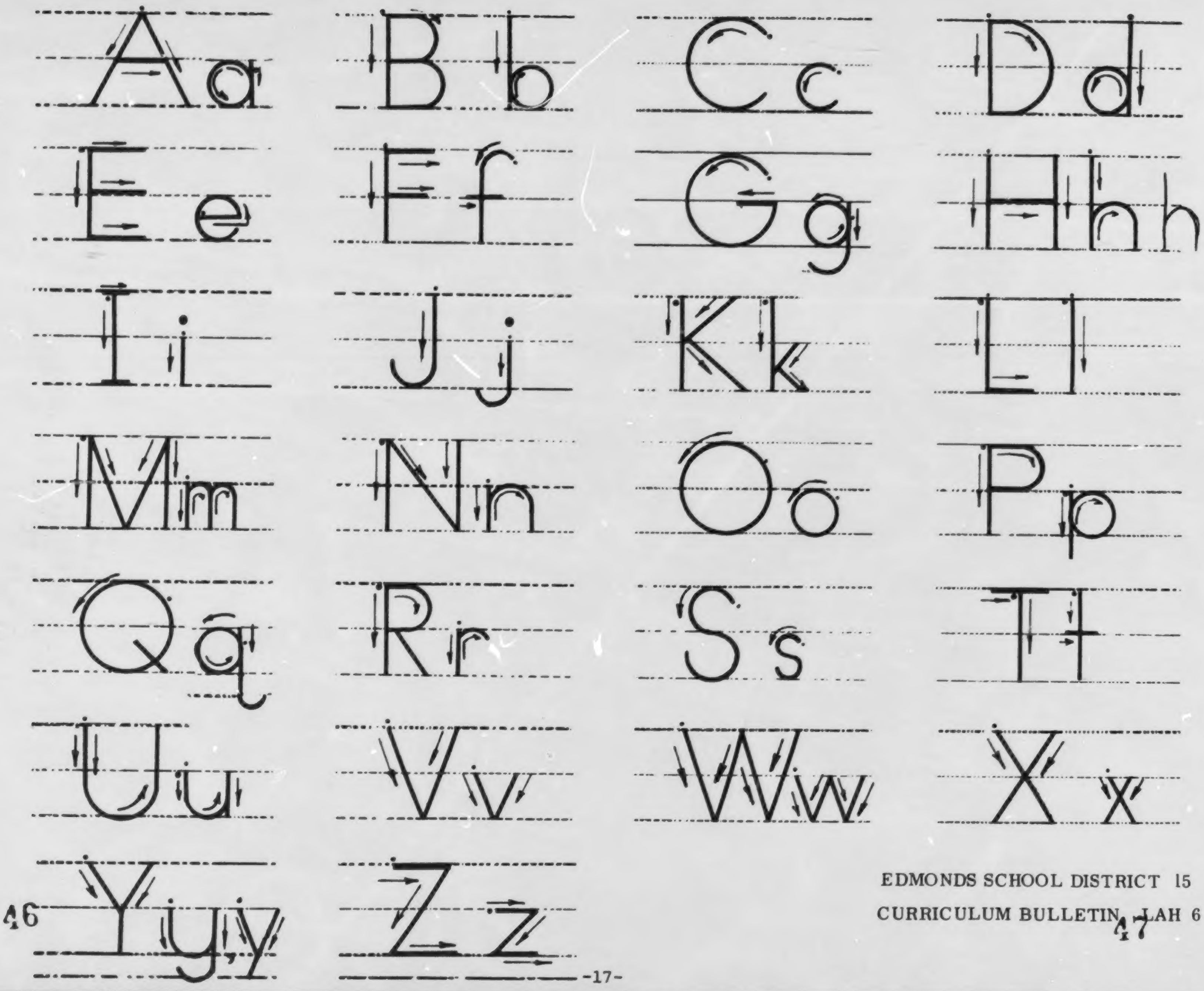
- Have students practice curved letters.

Examples:



- See attachment for examples of sample manuscript letters.

District Resources



EDMONDS SCHOOL DISTRICT 15

CURRICULUM BULLETIN, LAH 6

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-2

Student Learning Objective(s) A. The student is able to write words using correct manuscript form and spacing.

State Goal	1,8,10
District Goal	
Program Goal	3

Related Area(s) Handwriting: Manuscript, Cursive

Suggested Activities: Grade(s) 1-2

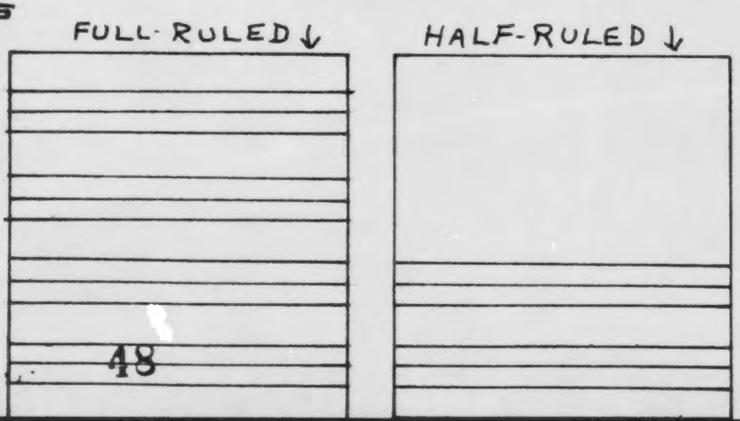
Title:	Writing Words on Paper
Group Size:	small group, entire class
Materials:	lined paper

Procedure(s): (For writing words in manuscript form)

- Positioning: Have the student hold the pencil approximately one inch from the point.
- Have the paper parallel with the edge of the desk or table.
- The student should sit squarely facing desk, back against chair, feet on the floor.

Several sizes of paper are available for the beginning student.

- Half-inch ruled paper, 12"x18" with grouped lines (full or half ruled)
- Three-eights inch paper, 12"x18" or 9"x12", full or half ruled.



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Suggested Monitoring Procedures

Suggested Resources

Manuscript Teaching Tips, Curriculum Bulletin LAH 19, Edmonds School District No. 15

The Masters System of Correlated Handwriting

District Resources

Suggested Activities: Grade(s) 1-2

Suggested Monitoring Procedures

Suggested Resources

Title: Writing Words on Individual Chalkboards

Group Size: individual, entire class

Materials: chalkboards (12"x18") made of cardboard or press board painted with green chalkboard paint, chalk

Procedure(s):

- Have the students line their chalkboards with three or six lines. This can be done permanently with a felt pen or with chalk tracing from left to right.
- Dictate or provide models of words for the students to write on their chalkboards. Have the students leave a one or two finger spacing between words.
- The chalkboards can be easily erased with a soft cloth, tissue (or an old sock brought from home).

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student is able to trace slant lines, ovals and curves.

State Goal	1,8,10
District Goal	
Program Goal	

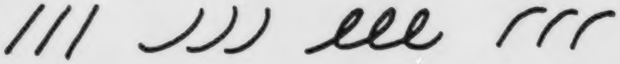
Related Area(s) Handwriting: Manuscript, Cursive

Suggested Activities: Grade(s) 2-3

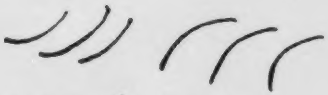
Title:
Group Size: entire class
Materials: lined paper, pencils

Procedure(s):

- Put slant lines and ovals on the chalkboard. Discuss the importance of slanting letters in cursive writing. Have several students trace the slant lines and ovals you have written on the chalkboard.



- Provide dittoed sheets with slant lines and ovals for the students to trace at their seats. Emphasize connecting strokes on the ovals.
- Have the students trace and practice writing undercurves and downcurves.



- See attachment for information about the formation of cursive letters.

Suggested Monitoring Procedures

Suggested Resources

Zaner-Bloser, Creative Growth With Handwriting Transition Books, Grades 2 & 3 (p.p. 69-)

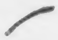
District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

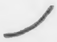
FORMATION OF LETTERS AND FIGURES

Basic strokes used in forming cursive letters:

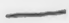
slant



overcurve



undercurve



straight overstroke

dot - a slight retracing

short undercurve

Count:

Count one for each stroke used in forming the letter.

Size of letters.

Capital letters are twice the size of small letters such as a or one full space high. Small letters such as a, n, m, o, are one half space high.

The looped letters above the line are twice as tall as the small letters or one full space high.

The length of loops below the line is the same as the height of small letters such as i, a, n, - or one half space below the line.

The small letter t extends halfway between the heights of small letters such as o, u, v and the height of capital letters or three fourths of a space high.

The letters p, r, s are slightly more than half a space high.

The endings to all letters are short.

In beginning cursive writing two spaces may be used. The small letters would then be one space high and the tall or looped letters two spaces. The capital letters would also be two spaces high.

The rounded letters must be kept round - the straight strokes are kept straight, the looped letters are looped and the closed letters must be kept closed.

Slant

There should be uniformity of slant in all cursive writing to make it more legible. The slight forward slant is generally more acceptable. The left-handed child may write more legibly with a slight backward stroke.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student is able to write upper and lower case cursive letters in slanted and joined form. B. The student values neat and legible handwriting as a means of communication.

State Goal	1,8,10
District Goal	
Program Goal	3

Related Area(s) Handwriting: Manuscript, Cursive

Suggested Activities: Grade(s) 2-3

Title: Manuscript and Cursive Letters and How They Are Alike

Group Size: entire class

Materials: a set of cursive letters, set of manuscript letters large enough for each student to see, or dittoed sheets with the two forms on them, also tracing paper

Procedure(s):

- Teacher discusses the similarities between manuscript and cursive letters pointing to models.
- Teacher describes the differences between the two forms.

  Example: f is written differently

  m and n have an extra hump in cursive
- The student then traces over the letters.
- The student practices certain letters grouped together by similarities in form.

(See following page for letter samples - "Handwriting Helps and Hints")

Suggested Monitoring Procedures

Suggested Resources

Zaner Bloser, Creative Growth With Handwriting Transition (p. 5)

Teacher's Guide Manuscript Stroke Descriptions (p. 97)

Handwriting Hints, Grade 3-8, Curriculum Bulletin LAH5, Edmonds School District No. 15

District Resources

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Suggested Activities: Grade(s) 2-3

Title: Practicing Cursive Letters
Group Size: small group, entire class
Materials: lined paper, pencils

Procedure(s):

- Demonstrate the correct positioning of the paper for cursive writing.
- Provide dittoed sheets of paper for the students to trace various types of cursive letters. (See examples previous page.)
- Emphasize and provide opportunity to practice joining letters

ooo aaa lll fff
it it lit lit

- Have the students practice some of the easier letters first.

  Example of directions for writing f. Begin at the (1) baseline, undercurve up and form a loop touching the (2) headline. Slant down left and loop forward, touching the (3) descender line and tying at the (1) baseline, pause, curve up to (4) midline.

____________________ (2) (headline)

____________________ (4) (midline)

____________________ (1) (baseline)

____________________ (3) (descender line)

Suggested Monitoring Procedures

Suggested Resources

Zaner Bloser, 3rd Grade Teacher's Manuals (pp 6-17)

Masters System of Correlated Handwriting

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student is able to write upper and lower case cursive letters in slanted and joined form. B. The student values neat and legible handwriting as a means of communication.

State Goal 1,8,10

District Goal

Program Goal 3

Related Area(s) Handwriting: Manuscript, Cursive

Suggested Activities: Grade(s) 2-3

Title: Joining Letters
Group Size: entire class, small group
Materials: lined paper, pencils

Procedure(s):

- On the chalkboard and on dittoed paper provide opportunity for the students to trace and write certain letter connections. Use the following samples:

ba be or vi wo

ju yo vi op gl

Title: Joining Cursive Letters
Group Size: entire class/individuals
Materials: dittoed sheets with samples of letters, chalk, chalkboard, overhead projector (if available)

Procedure(s):

- Demonstrate the difference in cursive and manuscript writing on the chalkboard or with the overhead projector.
- On the chalkboard demonstrate how to join the letters and slant them. Demonstrate roundedness of joinings.
- Distribute dittoed sample sheets to students.
- Have the students practice joining letters.

Suggested Monitoring Procedures

Teacher observation: Check the paper and pencil position. For cursive writing, the paper is tilted to the left so the lines of the paper and right arm form a right angle (approximately). NOTE: Observe the left handed student. He/she should tilt paper to the right about 35-40°.

Observe position: Body should be erect, but comfortable.
a. facing desk squarely
b. hips touching back of chair, back not touching back of chair
c. both feet solidly on floor
d. both arms resting on desk at equal distance from body, elbows off desk to permit free arm movement.

Note: Left handed students: Right handed teacher should practice writing in left handed position to appreciate the problems left handed student has with stroke, vision and posture.

Suggested Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student is able to write words using correct cursive form, slant and spacing. B. The student values neat and legible handwriting as a means of communication.

State Goal 1,8,10

District Goal

Program Goal 3

Related Area(s) Handwriting: Manuscript, Cursive

Suggested Activities: Grade(s) 2-3

Title:

Group Size: small group, entire class

Materials: #3 paper, 12" ruling (suggested), a guiding 1/4 midline, red base line, 1/4" descender line, pencil (thin lead). (For problem areas, practice with crayon.) Two inch ruled paper is advisable at this or any other grade level as it tends to overcome a cramped writing posture. The classified section of the newspaper is an excellent lined paper when turned horizontally.

Procedure(s):

- After practicing certain letter connections, have the students practice writing words which include previously taught letter connections.

Sample Words:

orange
open
you
broom

Sample Sentences:

Can you jump?
Zoos are fun to visit.
Where do you live?

Suggested Monitoring Procedures

Suggested Resources

Zaner-Bloser, Teacher's Manual, Grade 3 (p.p. 28-33)

Masters System of Correlated Handwriting

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

HANDWRITING HELPS AND HINTS

Small letter groups:

Under turn group

i | u i w c e

Hump group

n | h m n v x y z

Oval group

a | a d g q o

Extended group

t | t d p

Upper loop letters

l | b f l h k

Lower loop

j | g j p y z | q | q f

Tick check group

v | b o v w | r | r s

Figures

1 | 1 2 3 4 5 6 7 8 9 10

CAPITAL LETTER GROUPS

Direct oval group

O | O C E A D

Boat Endings

T | B I G S T F

Cane group

H | H K M N W X U V Y Z Q

SUBJECT: Language Arts

SPECIFIC AREA: Usage: Capitalization

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the first letter of a proper noun is capitalized.	35	K-1					
. the first letter of the beginning word of a sentence is capitalized.	37	1					
. the first letter of the beginning word in a quotation is capitalized.	39	2-3					
. the first letter of titles of respect are capitalized, i.e., Mr., Mrs., Dr., Sir.	41	2-3					
The student is able to:							
. capitalize the first letter of his/her name.	35	K-1					
. write a sentence using a capital letter at the beginning of the first word.	37	1					
. write a simple direct quotation using a capital for the first letter.	39	2-3					
The student values:							

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student knows the first letter of a proper noun is capitalized. B. The student is able to capitalize the first letter of his/her name.

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) K-1

Title:
Group Size: entire class
Materials: chalkboard or overhead projector

Procedure(s):

- Write a simple paragraph using names of students and pets. Have students read and point out names of students and pets. Discuss how each name begins with a capital letter.

Follow-up activity:

- Ditto short paragraphs using proper names. Have students underline the name of each person and draw a circle around the names of pets.

Variation:

- Write paragraphs using days of the week, months of the year and holidays.
- Have students read paragraphs and circle the proper nouns which need to be capitalized.
- Have students practice writing the names of the days, months and holidays.

Suggested Monitoring Procedures

Listening to responses. In this way more time can be spent with students who are slower.

Correct and record scores.

Suggested Resources

Books

Language for Daily Use
New Harbrace Edition

Adventures in English
Laidlaw Bros. Co.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows the first letter of the beginning sentence is capitalized. B. The student is able to write a sentence using a capital letter at the beginning of the first word.

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s) Written expression

Suggested Activities: Grade(s) 1

Title:
Group Size: entire class
Materials: pictures of capital and small letters, overhead projector or chalkboard.

Procedure(s):

- . Show the difference between capital and small letters by putting this rhyme on the chalkboard.

Rhyme:
I am a letter, big and tall.
To start a sentence,
I am not small.

- . Have students copy simple sentences from the chalkboard. Have them put the capital letters on the first word in each sentence. Do not forget to put a period at the end of the sentence.

1. i can tell a story
2. my friend came to play with me
3. we had a lot of fun

Title:
Group Size: entire class
Materials: story on ditto master

Procedure(s)

- . Ditto off a simple familiar story. Leave out capital letters. Have children read through and underline the first word in the sentence to be capitalized. Have them circle the proper nouns or names. Then have the students capitalize all words in the story that should be capitalized. The proper nouns can be listed at the end of the lesson.

Suggested Monitoring Procedures

Observe student's printing and correst responses.

Test students on above objectives by giving them an idea word to write sentences on.

Check for proper capitalization and punctuation.

Suggested Resources

Packet Microfiche
L01207-P Capital Letters

Patterns of Language
American Book Co.

Language Activities
Shoreline School District

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that the first letter of the beginning word in a quotation is capitalized. B. The student is able to write a simple direct quotation using a capital for the first letter.

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size: small group of reading class - 4 or 5
Materials: story or readers with a story with conversation

Procedure(s):

- Take turns reading the story, stopping at the quotations. Point out that each quotation begins with a capital letter.

Follow-up activity:

- Dictate to students simple quotation sentences, i.e.,
  1. Boots said, "I will help you."
  2. The man said, "Thank you."
  3. Mother called, "You'll be late for school."
- Have students write sentences using proper capitalization and punctuation.

Variation:

- Sentences may be written on chalkboard without punctuation or quotation marks. Students copy the sentences and include punctuation and quotation marks.

Suggested Monitoring Procedures

Teacher observation, class discussion.

Observation and record made of paper corrections.

Suggested Resources

Packet Microfiche
100 216-P punctuation

Patterns of Language
American Book Co.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows the first letters of title of respect are capitalized, i.e., Mr., Mrs., Dr., Sir.

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size:
Materials: chalkboard, overhead projector

Procedure(s):

- Teacher writes names on the board and directs the students attention to the title before the name, i.e., Miss, Mrs. or Ms.
- Discuss other people's names in the building and or the student's dentist or doctor. Write these on the board and draw attention to the fact that each title begins with a capital letter and that titles are followed by a period.
- Work sheets can be dittoed with sentences using title of names.
- Have students fill in with capital letters. Also, students should be able to copy sentence from the board filling in or placing capital letters on each title.

Variation:

- List names such as:

	Titles
Sam Jones	Dr.
Mary Hall	Mrs.
Kim Wilson	Ms.

- Have students add a title to precede each name.

85

Suggested Monitoring Procedures

Checking for correct procedure, have students write the teacher a note, address and sign it with the proper title of respect.

Suggested Resources

Patterns of Language
American Book Co.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

87

88

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Language Arts

SPECIFIC AREA: Usage: Punctuation

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. a period is used at the end of a statement (telling sentence).		1					
. a question mark is used at the end of a question (asking sentence).		1					
. an exclamation mark is used to show strong feelings.		2-3					
. periods are placed at the end of abbreviations, titles and initials.		2-3					
. a comma comes after a greeting in a letter.		2-3					
. a comma comes after a complimentary close of a letter.		2-3					
. commas separate date and year.		2-3					
. a comma separates city and state.		2-3					
. commas separate words in a series.		2-3					
. a comma(s) sets off a direct quotation.		3					
The student is able to:							
The student values:							

89

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows a period is used at the end of a statement (telling sentence).

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s) Usage: Punctuation

Suggested Activities: Grade(s) 1

- Prepare sentences on tagboard. Show students that dots are placed at the end of sentences, explaining that then a dot is called a period. Let students place periods after the sentences which were written on tagboard.
- Prepare a ditto with sentences. Let students place periods at the end of the sentences.
- Do the following activity only after students have been introduced to both the period and the question mark.

Title:
Group Size: small group or entire class
Materials: cards with "?" and "."

Procedure(s):

- Sit in a circle with students. Place cards on the floor in the middle of the circle.
- Give the students a sentence, a statement or a question.
- Call on a student to respond by choosing the correct punctuation card from the pile. If the student is correct, he/she can keep the card.

Example: You are wearing something red today.
Are you wearing something red today?

Suggested Monitoring Procedures

Prepare sentences on a ditto. have student include periods. Record scores.

Suggested Resources

Language Activities
Shoreline School District

Language For Daily Use
New Harbrace edition

Adventures in English
Laidlaw

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows a question mark is used at the end of a sentence (asking sentence).

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s) Usage: Punctuation

Suggested Activities: Grade(s) 1

Title: Introduction of Question Mark
Group Size: entire class
Materials:

Procedure(s):

- The teacher asks: "Who can read a poem?" "What can you buy at the grocery store?" "Why do we go to the library?" "When do we come to school?" "Where will we go at 3 o'clock?"
- Draw attention to the first word in each question. These are the "wh" words that begin an asking sentence. At the end of each asking sentence we must use a mark like this: "?". It is called a question mark.
- Teacher explains that a question mark comes at the end of a sentence that asks something. Then write sentences on the board and have the students place a question mark on the end of the sentence.

Extension:

- A second group of sentences may be put on the board for the students to choose which sentence needs a question mark at the end or a period.
- The students may copy sentences from the board and put either a period or a question mark at the end of each sentence. They should be on their own.

Suggested Monitoring Procedures

Could have students ask questions in oral form and draw attention to how they are said and how we need to make them.

Prepare questions on a ditto. Score and record.

Suggested Resources

Peabody Language Development Kit

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows an exclamation mark is used to show strong feelings.

State Goal 1

District Goal

Program Goal 3,6,8

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size: entire class
Materials: teacher directed and chalk board

Procedure(s):

- Teacher says: "When you are happy, sad, excited or angry, you say things differently. You say it with feeling. We show this feeling with an exclamation mark. Read the following from the board as if it really happened to you."

  Hooray, our team won the game
  All at once I saw a ghost
  Here comes the parade
  Don't ever do that again

- Now direct the students to copy the sentences and put an exclamation mark at the end of each.

Title:
Group Size:
Materials:

Procedure(s):

- Make large flash cards with a period, question mark and an exclamation mark.
- Put several sentences of flash cards on overhead projector.
- Show a sentence and a punctuation flash card. Students read sentence with varying expression depending on card flashed.
  Example: He is funny. He is funny! He is funny?
- Stress that the whole sentence must be spoken.

Suggested Monitoring Procedures

Present the student with sentences that end with an exclamation mark. Have them read these to you and listen for correct expression.

Suggested Resources

Book: Patterns of Language, American Book Company

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows periods are placed at the end of abbreviations, titles and initials.

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s) Spelling

Suggested Activities: Grade(s) 2-3

Title:
Group Size: entire class
Materials:

Procedure(s):

- Combine with spelling.
- Using the names of the month and/or week write the month and abbreviate it.
- Write the abbreviation in a sentence telling about something that happens in that particular month or on that day.
- For periods or initials, write simple sentences for students to copy.

Example: Mr. and Mrs. Jones drove to the park.
Dr. Felix fixed my teeth.

Suggested Monitoring Procedures

Write the months of the year on the chalkboard or a ditto. Have students write the abbreviations and place periods correctly. Record scores.

Suggested Resources

Interaction, Houghton Mifflin Language texts.

Adventures in English, Laidlaw

Language Patterns, American Book Company

District Resources

104

105

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows a comma comes after a greeting in a letter.
B. The student knows a comma comes after a complimentary close of a letter.

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s) Letter Writing

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Suggested Resources
. See Language Arts: Letter Writing		
		District Resources

108

109

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

110

111

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows a comma separates date and year. B. The student knows a comma separates city and state.

State Goal	1
District Goal	
Program Goal	3,6,8

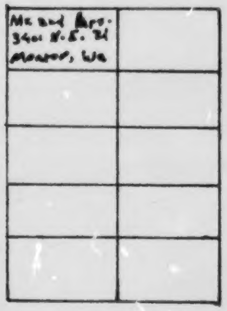
Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:

Group Size: entire class or individual activity

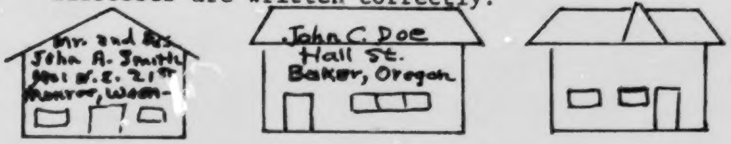
Materials: a ditto. Each box is an "envelope" with a house address written on it. The house addresses will have punctuation omitted so the address looks like this:



Mr and Mrs John A Smith
3401 N E 21st St
Monroe Washington 98272

Procedure(s):

- The teacher prepares "houses" on which the addresses are written correctly.



- The teacher will direct the student to match his "envelopes" with the houses. The student must add correct punctuation, periods and commas and capitalization, to their "envelopes." These can be collected and checked by the teacher.

Suggested Monitoring Procedures

Have students write their address and birth date. Record their performance.

Suggested Resources

Packet microfiche
L00216-P Punctuation

Language Activities
Shoreline School District

District Resources

Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

Suggested Resources

Title:
Group Size: small or large
Materials: calendars, chalkboard

Procedure(s):

- . Teacher writes dates on the board explaining that a comma is placed between the date and year. Let students come to the board and insert commas in the correct place.
- . Have the students use a calendar to find the dates of special holidays such as Christmas, Halloween, Easter and St. Patrick's Day. Have them write these using the comma between the date and year, i.e., July 4, 1976, December 25, 1976.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows commas are used to separate words in a series.

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size: entire class
Materials: teacher directed and chalkboard

Procedure(s):

- Teacher begins the group conversation by saying, "On the way to school this morning I saw a bird." A student must continue the sentence and add another thing seen.
- While students give series of objects seen, teacher puts the sentence on the board. When a series of three or four things is given, begin a new sentence.
- Show that as students give each thing in a series, they pause. When the same sentence is written, we use a comma for each pause.

  Example: On the way to school I saw a bird, a blue flower, a cat, a small puppy and a heron.

Suggested Monitoring Procedures

Give the students a ditto using words in a series. Have them insert commas in the appropriate places. Score results and record.

Suggested Resources

L00508-P L.A., The Comma

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

1!8

119

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows a comma sets off a direct quotation.

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) 3

Title:
Group Size: entire class or three or four individuals
Materials: newspaper comic strip, i.e., "Peanuts"

Procedure(s):
- Choose a comic strip.
- Select a student to play each character and read the parts aloud.
- Assign a narrator. The narrator adds "she said," "she replied," etc. After this, have the class begin writing. Tell them to put quotation marks around anything that Charlie, Linus or Lucy says, but no quotation marks around what the narrator says.
- When finished, add other punctuation, periods and commas.

Title:
Group Size: five or six players
Materials: a paper bag in which large question marks, periods and exclamation marks are placed.

Procedure(s):
- Have each child take turns pulling one out of the bag and give a proper sentence which would use the punctuation he/she picked from the bag.

Suggested Monitoring Procedures

Prepare quoted sentences on dittos. Have students write in the commas. Score and record results.

Suggested Resources

Newspaper/Education Project of Everett Herald

Language Activities, Shoreline School District

District Resources

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Suggested Resources

Title:
Group Size: entire class
Materials: ditto sheets of punctuation marks and sentences, such as:
(" " , .)
My horse is named Blacky said George
(, " " .)
Mother said You will have to carry your lunch today

Procedure(s):

- Have the students put the punctuation marks that are in parentheses at the proper places in the sentences.

Title:
Group Size:
Materials: use black construction paper to cut out the different punctuation marks, story

Procedure(s):

- Teacher will prepare a very simple story. Read it through with the class and discuss the punctuation used.
- Students are given a punctuation mark.
- Teacher re-reads the story to class.
- Whenever the teacher pauses, the student having the appropriate punctuation mark holds the mark up to show to the class.
(This is sort of a Victor Borge typewriter story.)

District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Language Arts

SPECIFIC AREA: Usage: Nouns, Pronouns, Plurals

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. a noun identifies a person, place or thing.		1					
✓. a proper noun is the name of a person, place or thing and that it begins with a capital letter.		1-3					
. a pronoun is used in place of a noun.		2-3					
. the singular form of a word means one.		K-1					
. the plural form of a word indicates more than one.		K-1					
The student is able to:							
. recognize words that are names of people, places or things.		1					
. distinguish between a proper and common noun.		2-3					
. use pronoun forms correctly.		2-3					
. make the plural form of a word (noun) by adding "s".		2-3					
. make the singular possessive form of a noun by adding "'s".		2-3					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows a noun identifies a person, place or thing.

B. The student is able to recognize words that are names of people, places or things (nouns).

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) 1

Title:
Group Size: small group or whole class
Materials: cards with pictures of animals, riddles about animals

Procedure(s):

- Place animal picture cards where the students can see them. Have the students point to the correct picture as they solve the riddles and say the animal's name.
- Read or say the riddles to the students.
  Example: Riddles
  I make honey for you to eat. I am a (bee).
  I lay eggs for your breakfast. I am a (hen).
  I eat green grass and give milk for you.
  I am a (cow).
  I have feathers and say "gobble gobble."
  I am a (turkey).
- Discuss the fact that bee, cow, turkey and hen are all names given to certain kinds of animals or insects.

Title:
Group Size: small or large group
Materials:

Procedure(s):

- Explain what a tool is (something used to make work easier).

Suggested Monitoring Procedures

The teacher will observe the student as they choose the picture cards and will listen to their responses.

Keep a check list of students who are demonstrating comprehension of the concept that a noun identifies a person, place or thing.

Suggested Resources

Peabody Kit

Language Development Kit

Houghton Mifflin Company
Film F1076, Let's Write A Story

District Resources

Suggested Activities: **Grade(s)** 1

Suggested Monitoring Procedures

Suggested Resources

- Have students name as many tools as they can think of. Then the teacher asks, "What do we use to:
  - peel an apple
  - dig a hole
  - drive a nail
  - cut a piece of wood
  - eat soup
  - open a can

  Variations: buildings, homes, workers

Title:	"I'm Thinking of an Animal"
Group Size:	small group
Materials:	animal dictionary or animal encyclopedia

Procedure(s):

- Student says: "I'm thinking of an animal that's slippery and kind of brown."
- Others may ask, "Does it live under water?" Does it live under rocks?"
- The student who starts the game may give one or two hints. The others ask questions and then guess an animal. If the player is right, they begin the next game.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows a proper noun is the name of a person, place or thing, and that it begins with a capital letter.

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) 1

Title:
Group Size: small group, entire class
Materials: chalkboard

Procedure(s):

- Group the students in front of the chalkboard. Explain to them that they are going to play a guessing game. Begin by saying, "Tell me a word that is the name of ________."

  - a friend
  - your mother
  - the principal
  - a church
  - your teacher
  - the town where you live
  - a mountain

- Write the responses on the board, beginning each with a capital letter.
- Review the responses with the students asking them what is "special" about how each word begins. Elicit from them that the words begin with a capital letter, because they are special people, places, things.
- Let students come to board and circle capital letters.

Suggested Monitoring Procedures

Observe students and record as they circle capital letters at the chalkboard and in their written work.

Suggested Resources

Microfiche Packet, L01 211-P, Proper Nouns Book

Adventures in English, Laidlaw

District Resources

Suggested Activities: Grade(s) ____	**Suggested Monitoring Procedures**	**Suggested Resources**
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows a proper noun is the name of a person, place or thing and that it begins with a capital letter. B. The student is able to distinguish between a proper and common noun.

State Goal 1

District Goal

Program Goal 3,6,8

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size: entire class
Materials: chalk board or mimeo sheets

Procedure(s):

- Write a paragraph on the chalk board or mimeo paper containing both common and proper nouns.
- After reading the paragraph through have students read it silently to themselves and underline both common and proper nouns.
- When finished with this, have students list common and proper nouns in columns.

Proper Nouns	Common Nouns
Boston	tree
Lake Goodwin	house

135

Suggested Monitoring Procedures

Check students' papers. Regroup students who have had difficulty.

Suggested Resources

Packet Microfiche, L01207, Capital letters

Language for Daily Use, New Harbrace

English Language Arts, K-12, Experimental Education

Language Activities, Shoreline School District

District Resources

136

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

138

ut 137

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows a pronoun is used in place of a noun.

B. The student is able to use pronoun forms correctly.

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size: entire class
Materials: chalkboard or individual work sheets

Procedure(s):

- Write on the board sentences such as the following:
  Paul went to the store. He got some milk for mother.
- Students are to list nouns and pronouns in proper column showing that Paul and He are the same person.

Noun	Pronoun
Paul	He

Extension: Sample sentences for pronouns:

- Use sentences such as the following: Student is to fill in the blanks.

	Words
Tom and Susan went to school.	
______had to cross the street.	they
Betty rides to school.	
______likes to ride on the bus.	she

Suggested Monitoring Procedures

When board activity is being explained, students' responses and interest can be noted.

To check attention, score the follow-up activity for corrections and record.

Suggested Resources

Packet Microfiche
L01069-P pronouns

Language Activities, Shoreline School District

Patterns of Language, American Book Company

Basic text books and/or teacher-planned.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-1

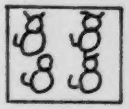
Student Learning Objective(s) A. The student knows the singular form of a word means one. B. The student knows the plural form of a word indicates more than one. C. The student is able to make the plural form of the word (noun) by adding "s."

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) K-1

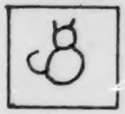
Title:
Group Size: total class or small group
Materials: cards with pictures of one animal and some with more than one animal



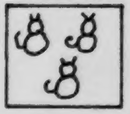
Procedure(s):

- Assemble students in a group. On the chalkboard write:

Animal



Animals



- Let students place animal cards on the chalkledge under the correct word. A card with one animal is singular and a card with more than one animal is plural.
- Teacher can pass out cards to students at the beginning of the lesson or hold them up one at a time and call on students.

Suggested Monitoring Procedures

Observe where the student places the animal cards.
Correct errors through class discussion as students come to chalkledge. Note students who have difficulty and regroup.

Suggested Resources

Peabody Kit

Language Activities, Shoreline School District

District Resources

Suggested Activities: **Grade(s)** **K-1**

Title:
Group Size: entire class
Materials: work sheets

Procedure(s):

- . Read the following paragraph and circle the underlined words that mean more than one:

  Jane looks at her face. Her face is wet. Her eyes are red. Her friends ask why she is crying. Jane has lost her coat and boots.

Suggested Monitoring Procedures

Correct dittos as a class follow-up activity, discussing the correct responses. Let student write the words that are plural on the chalkboard.

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student is able to make the singular possessive form of a noun by adding "'s".

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size: entire class
Materials: teacher directed

Procedure(s):

- Have a student begin by walking to another student's desk and pick up a pencil or some article on the desk. The student should be directed to say, "This is Bobby's pencil."
- The next student will do the same to another student, using only the possessive form orally in their statements.

Title:
Group Size: entire class
Materials:

Procedure(s):

- Write sentences on chalkboard or on work sheets.

  Example:

  Dan has a cat. The cat eats fish.
  Dan's cat eats fish.
  The lion has teeth. The lion's teeth are sharp.
  My friend has a dog. The dog bites.
  My friend's dog bites.

- Put each set of sentences together to make one. Use the apostrophe 's to help.

Suggested Monitoring Procedures

Listen to the student's responses. Make corrections as needed.

Suggested Resources

Packet Microfiche
L00497-P Singular to Plural Nouns

Adventures in English, Laidlaw

Navajo Area Curriculum Development Project, Dr. Theodore Kaltsounis, Director, University of Washington, College of Education

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

149

150

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Language Arts

SPECIFIC AREA: Usage: Verbs, Descriptive Words, Subject, Predicate

	Page	Suggested Grade Placement	District Placement				
			K	1	2		4
The student knows:							
. an adjective is a word that describes a noun or pronoun.	77-	K-3					
. most verbs are action words.	81-	1-3					
. most sentences contain a subject and a predicate	87-	1-3					
. an adverb may describe a verb, adjective or another verb.	93-	2-3					
The student is able to:							
. use orally an adjective in describing a person, place or thing.	77-	K-3					
. recognize action words that are verbs.	83-	1-3					
. use the present, past and future forms of the irregular "to be" verbs in standard English, i.e., am, is, are, was, were, will, shall.	91	2-3					
. use adverbs in speaking and writing.	93	2-3					
. use "a" and "an" correctly in his/her writings.	95	2-3					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 152	ENVIRONMENTAL EDUCATION	OTHER ________________ 153

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student knows an adjective is a word that describes a noun or pronoun. B. The student is able to use an adjective in describing a person, place or thing orally.

State Goal 1
District Goal
Program Goal 3,6,8

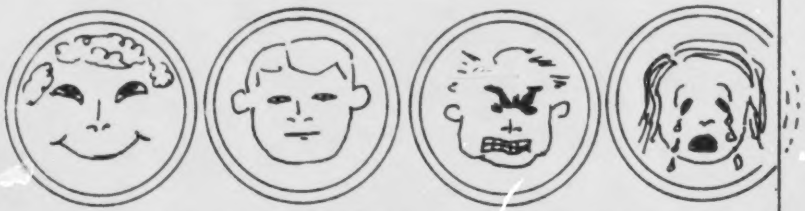
Related Area(s)

Suggested Activities: Grade(s) K-1

Titles:
Group Size: entire class
Materials: paper plates, crayons, yarn (for hair)

Procedure(s):

- Have the students draw faces on the paper plates showing a range of emotions.



- The students can give the faces descriptive names and hang them up or tack them to the bulletin board.
  Example: "Happy" Ellen, "Sad" Sally and "Crying Karen.
  Variation: Using descriptive words orally.
  Sharing experiences: A student could describe a play he/she visited. Describe a new game or toy to the class.

Suggested Monitoring Procedures

Present student with an object. Ask the student to describe the object to you.
Record whether student can use adjectives.

Suggested Resources

Language Activities, Shoreline School District

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows adjectives are words that describe nouns or pronouns. B. The student is able to use adjectives in describing a person, place or thing.

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size: entire class or small group
Materials: reading book and/or mimeographed paragraph

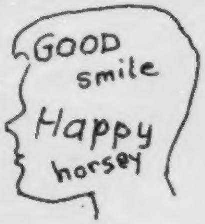
Procedure(s):

- Hand out the assigned paragraphs or work sheet with a descriptive paragraph on it.
- Have the students read through and pick out the descriptive words orally.
- When the above is finished, have the students underline the adjective and circle the noun or pronoun it describes.

Title:
Group Size: entire class
Materials: newspaper

Procedure(s):

- Outline a profile of each student on an opaque projector. Have the students cut out words from the paper that describe themselves and their interests.



- Have the students use the words in sentences about themselves.

Suggested Monitoring Procedures

Have the student write a list of adjectives to describe nouns which have been provided by the teacher.

Give the students a choice of some "places" to write about, i.e., Disneyland, Marineland. Provide adjectives and have students use them in their writing.

Suggested Resources

Packet Microfiche
L004 77-P, Learn about Adjectives

Newspaper

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows most verbs are action words.

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s) ____

Suggested Activities: Grade(s) 1

Title:
Group Size: small group or entire class
Materials:

Procedure(s):

- Give the following instructions: "I am going to say a word. You will do whatever action the word makes you think of."

Birds ________
Fish ________
Rabbits ________
Frogs ________
People ________
Saws ________
Cars ________
Teeth ________

- Have students then name the action word. Discuss that all these words involve doing something, i.e., action.

Title: Verb Game
Group Size: entire class divide into two teams
Materials:

Procedure(s):

- Each group will take turns choosing a verb such as "talk," "sing," "eat," "dance" or "run."
- When the opposing side asks questions, the word "coffeepot" is used in place of the verb. Each student in the guessing side can ask a question, such as:

Suggested Monitoring Procedures

Teacher notes answers and also notes if answers are appropriate for the noun given.

Record answers.

Suggested Resources

Packet Microfiche
L00020-P Recognizing Action Verb

Language for Daily Use,
New Harluse Ed.

District Resources

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Suggested Resources
(The word is "sing") Q. Can everyone coffeepot? A. Well, yes. Q. Can you coffeepot with other people? A. Yes. Q. Can you coffeepot alone? A. Yes. Q. Do you have to have a uniform to coffeepot? A. No. . The questioning can go on or a time limit can be set as in Charades. . Teams score a point for each verb guessed correctly. The team with the most points is the winner.		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows that most verbs are action words.

B. The student is able to recognize action words that are verbs.

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size: small group or entire class
Materials:

Procedure(s):

- Give the following instructions: "I am going to say a word. You will do whatever action the word makes you think of."

Birds ________
Fish ________
Rabbits ________
Frogs ________
People ________
Saws ________
Cars ________
Teeth ________

- Have students then name the action word. Discuss that all these words involve doing something, i.e., action.

Title: Verb Game
Group Size: entire class divide into two teams
Materials:

Procedure(s):

- Each group will take turns choosing a verb such as "talk," "sing," "eat," "dance" or "run."
- When the opposing side asks questions, the word "coffeepot" is used in place of the verb. Each student in the guessing side can ask a question, such as:

Suggested Monitoring Procedures

Teacher notes answers and also notes if answers are appropriate for the noun given.

Record answers

Suggested Resources

Packet Microfiche
L00020-P Recognizing Action Verb

Language for Daily Use,
New Harluse Ed.

District Resources

Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

Suggested Resources

(The word is "sing")
Q. Can everyone coffeepot?
A. Well, yes.
Q. Can you coffeepot with other people?
A. Yes.
Q. Can you coffeepot alone?
A. Yes.
Q. Do you have to have a uniform to coffeepot?
A. No.

- The questioning can go on or a time limit can be set as in Charades.

This game can be used as a follow-up after all parts of speech have been taught.

Title: Lingo
Group Size: small group or entire class
Materials: tagboard, lingo cards, markers, lots of word cards with names of nouns

L	I	N	G	O
VERB	Common NOUN	Proper NOUN	ADJECTIVE	PRONOUN
PRONOUN	VERB	ADJECTIVE	Common NOUN	VERB
VERB	PRONOUN	FREE	PRONOUN	ADJECTIVE
Common Noun	VERB	PRONOUN	VERB	Common NOUN
Proper NOUN	ADJECTIVE	VERB	Proper NOUN	Common NOUN

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows that most verbs are action words.

B. The student is able to recognize action words that are verbs.

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Suggested Resources

Procedure(s):

- Play this game similar to bingo.
- Give each student a card and a marker.
- Teacher selects word card and calls out word on card and uses it in a sentence.
- Students cover the word listed on their card which identifies the part of speech of the word called out by teacher.

  Example:

  Teacher - "Running, the boy was running down the street."

  Student - Cover verb listed on their Lingo card.
- First students to cover on Lingo card five in a row (straight across or diagonally) or four corners covered calls out "Lingo" and is the winner.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

172

173

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows most sentences contains a subject and a predicate.

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Is It Complete?
Group Size: entire class or small group
Materials:

Procedure(s):

- Place several sentences on the board or prepare orally. As each one takes a turn to read a sentence or listens to it, he/she must recognize if the sentence is complete or incomplete.
- A follow-up may be for the student to finish or complete the sentence.

Follow-up Activity:

Match:

The train	a. raced down the street.
The puppy	b. zoomed down the track.
Ann	c. chewed my slipper to pieces.
The fire truck	d. washed her doll clothes

Title: Sentence Game
Group Size: large or small group
Materials:

Procedure(s):

- Encourage the students to answer in complete sentences.
- Ask the student to perform an activity such as: "Walk once around the circle."
- Then ask the class, "What did John do?" Call on individuals to answer and help them develop complete sentence responses. "John walked around the circle."

Suggested Monitoring Procedures

Read two sentences to the student. One should be complete, the other incomplete. Have the student tell you which is the complete sentence.

Example:

"______ ______ down the street."

"The ball rolled down the street."

Keep a record of the students' responses.

Suggested Resources

Microfiche
L00015-P LA 17, Writing Sentences Correctly

Language Activities, Shoreline School District

District Resources

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Suggested Resources
Other exercises: . Ask a student to hop, jump or skip. Ask the other students what the person has done. . Match parts of sentences with each student having parts and match them to be complete. . Have each student answer some of the questions by writing complete sentences.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows that most sentences contains a subject and a predicate.

State Goal: 1

District Goal:

Program Goal: 3,6,8

Related Area(s)

Suggested Activities: Grade(s) 2-3

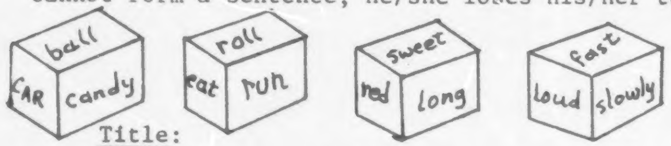
Title:

Group Size: two or more players

Materials: prepare "dice" by using a different cube for each of the major parts of speech: noun, (subject and possessive) pronoun, verb, adjective, adverb can be added later.

Procedure(s):

- The noun cube might have car, ball, money, candy, book, flag. Each player on his/her turn throws four dice simultaneously. He/she then must try to make a sentence of the scrambled words showing on the dice. One point is scored for each sentence. A player who forms one sentence gets another chance to throw the dice. If a player cannot form a sentence, he/she loses his/her turn.



Title:

Group Size: small group

Materials: large envelope with an activity picture pasted on the outside, bright colored pictures cut from a magazine or newspaper

Procedure(s):

- There are questions inside the packet pertaining to the picture.
- The student will write complete sentence answers to each question.

Suggested Monitoring Procedures

Give the students a topic, i.e., snow, vacation, pets. Have them write two or three sentences. Record results.

Have students bring something of interest from home. Let them tell the others about the object. Listen to their sentences and note who needs further help.

Teacher checks the sentence answers with each student for correctness and understanding.

Suggested Resources

Language Activities, Shoreline School District

Games to Improve Your Child's English, by Abraham B. Hurwitz and Arthur Goddard, Simon and Schuster, N.Y., 1969

District Resources

Language Activities, Shoreline School District

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Suggested Resources

Title:

Group Size: small, two or three students

Materials: construction paper cards with phrases: nouns pronouns, verbs, predicates, sentence beginnings and endings on each card.

Procedure(s):

. Have students arrange cards to make sentences.

jumped house funnyfish

the gave me

pumpkin pie a mouse

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student is able to use the present, past and future forms of the irregular "to be" verbs in standard English, i.e., am, is, are, was, were, will, shall.

State Goal	1
District Goal	
Program Goal	3,6,8

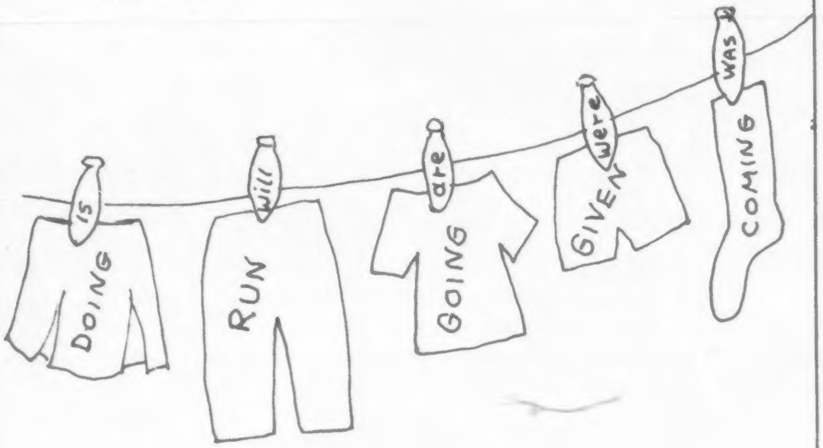
Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size: small group or entire class
Materials: paper, bulletin board

Procedure(s):

- Cut out paper clothing and clothes pins. On the clothes write going, seeing, giving, coming, etc.
- On the clothes pins write was, are, will, etc.
- Have students attach correct verb helper on clothes pins with the correct verb printed on clothes.



Suggested Monitoring Procedures

Have students use combinations on the clothesline in sentences, checked by teacher for accuracy.

Suggested Resources

Language Activities, Shoreline School District

District Resources

Suggested Activities: Grade(s) 2-3

Title:
Group Size: entire class
Materials: tag board cards with "to be" verbs written on them (was, were, is, are, am), sentences

Procedure(s):

- Give each student two cards with "to be" forms, such as one card with *was* and one with *were*. Give another student two other verbs such as *is* and *are*.
- Divide the students into teams. The teacher reads each sentence and leaves the place in the sentence blank. The student with the correct verb form card should hold it up. Scores should be kept for each team and for each student.

Suggested Monitoring Procedures

Since it is an oral activity, it will have to be observed and noted as to how students respond. Also, one or two from the group can be asked to note and check if his/her classmate is giving answers correctly.

Suggested Resources

Pattern of Language, American Book Company

Language for Daily Use, New Harbrace Ed.

Adventures in English, Tardlaw

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows an adverb may describe a verb, adjective or another adverb. B. The student is able to use adverbs in speaking and writing.

State Goal	1
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size: small group
Materials:

Procedure(s):

- Write sentences on the board or give orally.

Example:

fairly
Billy played badly
not at all ________
well
Gail skated over the pond
home ________
swiftly
The truck raced down the street

- Have the students choose an adverb to complete the sentence.

Title:
Group Size: entire class
Materials: have sentences similar to those below on a work sheet

Procedure(s):

- Make the short sentence longer by adding describing words.

Example:

The ______ ______ truck goes ______ ________.
size color how where

Suggested Monitoring Procedures

Provide adverbs for the students have them use the adverbs for you, orally. Record responses.

Suggested Resources

Adventures in English, Laidlaw

Language for Daily Use, New Harbrace Edition

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

188

189

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student is able to use "a" and "an" correctly in his/her writing.

State Goal 1

District Goal

Program Goal 3,6,8

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size: entire class
Materials: work sheets or sentences on the chalkboard

Procedure(s):

- Write sentences on the chalkboard leaving blank places for "a" and "an". The students will fill in the blanks with the correct marker.
- Use ditto sheets following oral examples.

Example:

Bob had toast and ___ ____ egg for breakfast.
________ maple tree had large red leaves on it.

Suggested Monitoring Procedures

Prepare a test.

Record scores.

Suggested Resources

English Language Arts, K-12, Experimental Ed.

Language Activities, Shoreline School District

Language for Daily Use, New Harbrace Edition

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SUBJECT: Language Arts

SPECIFIC AREA: Written Expression

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that ideas are organized into paragraphs.		3					
. that a paragraph has a topic sentence.		3					
. that all sentences in a paragraph are related to the same topic.		3					
The student is able to:							
. contribute ideas to class stories recorded by an adult or older student.	99	K-1					
. generate ideas for topics by reading, thinking, observing and talking with others.	101-	1-3					
. write a complete sentence.	105	1					
. write two or more related sentences.	107	1-2					
. write simple directions.	109	2-3					
. report a personal experience in writing.	111, 115	2-3					
. write a response to a literary selection.	113	2-3					
. write the main events of a story in sequence.	119-	2-3					
. write a paragraph with a topic sentence and at least two related sentences.		3					
The student values:							
. the writing of classmates and other people.	121	1-3					
. writing as a way to express personal ideas and opinions.	115	K-3					
. writing as a way of expressing feelings and creativity.	123	1-3					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student is able to contribute ideas for class stories recorded by an adult or older student.

State Goal	1,10
District Goal	
Program Goal	3, 8

Related Area(s)

Suggested Activities: Grade(s) K-1

Title: Experience Chart Stories
Group Size: entire class
Materials: chart paper, felt pens

Procedure(s):

- After reading a story or taking a field trip, the students dictate ideas to the teacher or another adult or older student.
- Sentence ideas are recorded on a chart. After the "chart story" is finished, the adult reads it back to the students. Students practice reading the story book.
- Students may then draw pictures of the event described in the "chart story."

Title: First Sentence Starters
Group Size: entire class
Materials: cardboard box, slips of paper pencils

Procedure(s):

- Teacher offers "starter" sentences to class.
- The students choose one and use it as the first sentence of a story (oral).
- Later students are to add new "starters" to the "starter box."

  Examples of Sentence Starters:
  The doors and windows were locked so I . . . . . .
  One night I heard a sound. It was . . . .
  The thing came closer and I . . . .
  I couldn't believe my eyes, it was . . . .

- copy story

Suggested Monitoring Procedures

The students will be able to tell a story and gain confidence in their own creative ideas.

Suggested Resources

Patterns of Language, Zaner Bloser, American Book Company

Edmonds Language Arts Curriculum Guide

District Resources

Suggested Activities: Grade(s) K-1

Suggested Monitoring Procedures

Suggested Resources

Title: Story Ideas
Group Size: entire class
Materials: cardboard box (shoebox), colorfully decorated and labeled "Make Up Box," slips of paper, pictures of various objects.

Procedure(s):

- Maintain the "Make Up Box."
- Students contribute pictures of objects or slips of paper with phrases written on them suggesting story ideas.

Example: a. dark, winter day; b. three happy children.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student is able to generate ideas for a topic by reading, thinking, observing and talking with others.

State Goal	1,10
District Goal	
Program Goal	7,11

Related Area(s)

Suggested Activities: Grade(s) 1

Title:	What You See Is What You Tell
Group Size:	entire class, small group
Materials:	paper bag, five medium sized motivating pictures (for each student)

Procedure(s):
- Put three to five medium size pictures in paper bag.
- Students trade paper bags.
- Give students time to put pictures in order to formulate a short story.
- Give students three minutes to present a story orally using the pictures as aids.
- First grade students may write a story about their pictures.

Variation: Paper bags with pictures may be placed in a learning center for use by individuals or small groups.

Suggested Monitoring Procedures

The teacher will motivate the students by telling them they will have some free time to think of a story they can write and tell.

Suggested Resources

Learning Activities Guide, Shoreline School District

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student is able to generate ideas for a topic by reading, thinking, observing and talking with others.

State Goal	1,10
District Goal	
Program Goal	7,11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:	Scrapbook
Group Size:	entire class
Materials:	scrapbook, paste, scissors, paper, pencil or crayons

Procedure(s):

- Have students record special school day activities for the scrapbook.
  Example: Teacher asks: "What did you see that you liked best on our field trip?"
  Students are to write a story about it. (Depending on the student, it can be two, three sentences or more.)
- Have students cut pictures and captions from newspapers and magazines. Keep them in a scrapbook. Use them as ideas for stories.

Suggested Monitoring Procedures

Suggested Resources

Creative Growth With Handwriting, Zaner Bloser

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1

Student Learning Objective(s) A. The student is able to write a complete sentence.

State Goal 1, 10
District Goal
Program Goal 3,7,8

Related Area(s) Capitalization, Punctuation

Suggested Activities: Grade(s) 1

Title: Writing A Sentence
Group Size: entire class
Materials: paper, pencil

Procedure(s):

- Have the students write a sentence telling what he/she likes. (Can be animal, special person, etc.) Models on chalkboard samples of simple complete sentences. Help students individually with capitalization and punctuation.

Title: Making Up Sentences
Group Size: entire class
Materials: seven groups of cards attached at the top with a ring enabling the student to move the cards around the ring.

Procedure(s):

- Have the students generate as many sentences as they can using the words given.

the	cat	climbed	up	the	tree
a	dog	raced	clown	a	street
an	mule	crawled	to	an	field
these	elephant(s)	ran	for	those	road
those	zebra(s)	jumped	in	these	truck

Suggested Monitoring Procedures

Check for: (1) Sentences that run on; (2) beginning letter of the sentence; (3) spacing of letters (use one finger between letters, two fingers between words).

Suggested Resources

Zaner Bloser Handwriting
Patterns of Language, American Book Company
Edmonds Curriculum Guide

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-2

Student Learning Objective(s) A. The student is able to write two or more related sentences.

State Goal	1,10
District Goal	
Program Goal	3,7,8

Related Area(s) Capitalization, Spelling, Punctuation

Suggested Activities: Grade(s) 1-2

Title: Add Sentences to Story
Group Size: entire class
Materials: paper, pencil, chalk, chalkboard

Procedure(s):

- Write sentences on the chalkboard related to the behavior students should follow in a fire drill.
- Have the students write several additional sentences on the same subject on their papers.
  Example: When the firebell rang we put down our work and closed the windows. We made a line at the door.

Title: Try It, You'll like It
Group Size: entire class
Materials: paper, pencil, chalkboard or prepared work sheets

Procedure(s):

- Prepare a work sheet or write incomplete sentences on the board.
- Students finish the skeleton story by completing the sentences and adding an ending to the story.
  Example: One day I saw a dog that was__________.
  He started to ______________________________.
  I stopped and said, "____________________________."
  The dog again started to ________________________ .

Suggested Monitoring Procedures

Dictation by teacher or on tape (children use earphones if available).

Suggested Resources

Zane Bloser

Edumonds Language Arts Curriculum Guide

Mukilteo Language Arts Curriculum Guide

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student is able to write simple directions.

State Goal	1
District Goal	
Program Goal	3,7,8

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Writing Directions
Group Size: entire class
Materials: paper, pencil

Procedure(s):

- Teacher and students discuss, "What is a direction?" Explain there are several meanings but the one the class will use now is "instructions for doing something."
- Teacher reads to students the directions to cook some food; discuss why directions should be ordered and numbered.
- Students pick partners. Each student thinks of a topic and gives the partner directions on how to do something, i.e., bake a cake, play baseball.
- Students then write three to five step directions for: a. setting a table, b. finding his/her house, c. recipe for food.

Suggested Monitoring Procedures

Teacher observation:
Student writes three sentence directions for something he/she is able to do.

Suggested Resources

Language Activities Guide
Shoreline School District

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student is able to report a personal experience in writing.

State Goal	1
District Goal	
Program Goal	3,7,8

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Personal Observation
Group Size: small group, entire class
Materials: empty cans

Procedure(s):

- Gather cans, remove ends so that some can be flattened.
- Students are to observe two cans, one flat, one in original shape. Students will compare the space used by each can.
- Student may give an oral report on the observation preceding the written report.
- Student will then write a report on his/her observation. (Students will observe that the flat cans take up less space. Cans can be recycled, thus reusing metals.)

Suggested Monitoring Procedures

Teacher reads student's personal writing and checks for continuity and flow of sentences.

Suggested Resources

A Supplementary Program for Environmental Education Project I-C-E, produced under Title III, ESEA, Serving Schools in CESA's, 3-8-9
1927 Main Street
Green Bay, Wisconsin 54301
(414) 432-4338

District Resources

Suggested Activities: Grade(s) _______	**Suggested Monitoring Procedures**	**Suggested Resources**
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student is able to write a response to a literary selection.

State Goal 1

District Goal

Program Goal 3,5,8

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Writing A Tale (legend)

Group Size entire class

Materials: paper, pencil

Procedure(s):

- Teacher reads story (such as Kipling's Just So Stories or North American Indian Tales) for a week or two.
- Teacher and students discuss such questions as: Why does the zebra have stripes? Why does a porcupine have quills? Why does an elephant have a large trunk?
- Each student picks an animal and writes an appropriate tale or legend story on why an animal got to be the way it is today.

(This can be adapted to first grade by having students write one sentence and draw a picture.)

Suggested Monitoring Procedures

Teacher reads literary selection to students. Each student responds to the selection by writing what the selection makes him/her think or feel.

Suggested Resources

Listening, Reading, Talking and Writing (Experiences in Language), by Hand, Harsh, Ney, Johnson and Stanek

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student values writing as a way to express personal ideas and opinions. B. The student is able to report personal experiences in writing.

State Goal	1,2
District Goal	
Program Goal	3,5,8, 10,11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Dreams as Topics
Group Size: entire class
Materials: paper, pencil

Procedure(s):

- Discuss dreams, when they occur, what happens in them, etc.
- Ask students: "What have you dreamed that you remember?" Let students give as many examples of dreams as they can remember.
- Have each student write about a dream; either one he/she can remember, or a made-up one.

Title: Group Writing
Group Size: entire class
Materials: paper, pencil or crayon, stapler

Procedure(s):

- Show several books to students and read the title and author to the class.
- Discuss with students what the word "author" means and how each student could become an author.
- Teacher and students decide on a topic, i.e., classroom experience, field trip, or personal trip the student has taken.
- Each student then writes about the topic and draws a picture to illustrate what happened.
- Make a classroom booklet of the student's illustrated stories.

Suggested Monitoring Procedures

Student observation:
Student writes about a personal experience and exchanges papers with a partner.

Suggested Resources

Language Activities Guide
Shoreline School District

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student is able to write the main events of a story in sequence.

State Goal	1,10
District Goal	
Program Goal	3,8

Related Area(s)

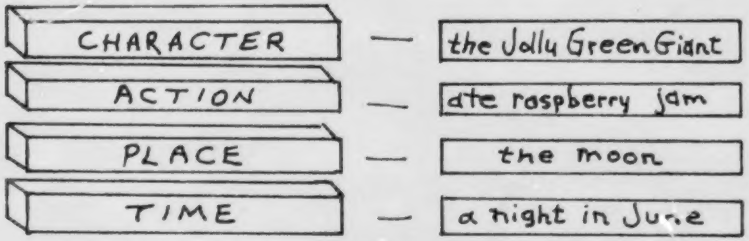
Suggested Activities: Grade(s) 2-3

Title:
Group Size:
Materials: tagboard strips, cigarette carton boxes

Procedure(s):

- Print on tagboard strips sample characters, actions, place and time.
- Students select one tagboard strip from each box. They then write a story:

Example:


CHARACTER — the Jolly Green Giant
ACTION — ate raspberry jam
PLACE — the moon
TIME — a night in June

Title: Events in Sequence
Group Size: entire class
Materials: chalkboard, chalk, overhead projector

Procedure(s):

- Discuss with the class the importance of placing ideas in a story in proper sequence. Discuss the fact that a story should have a beginning, a middle and an end.
- Model the writing of a short story with the class as a preview to the actual writing of their own stories.

Suggested Monitoring Procedures

The teacher will read a story and then have the students write it in sequence to see if the student can listen and remember what he/she hears.

Suggested Resources

Patterns of Language, American Book Company, H. Thompson Fillmer, Zaner-Bloser

District Resources

Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

Suggested Resources

Title: Rearrange Into Sequence
Group Size: entire class
Materials: chalkboard, chalk

Procedure(s):

- Write a list of events on the board in improper sequence.
- Have the students rearrange the sentences in proper sequence. This can be done orally prior to having the students write the sentences.

Examples:

a. The family lived happily ever after.
b. Mother and Father went to the zoo.
c. Father overpowered the dragon.
d. A fierce dragon appeared on the road.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 3

Student Learning Objective(s) A. The student is able to write the main events of a story in sequence.

State Goal 1,10
District Goal
Program Goal 3,8

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Writing A Story
Group Size: Groups of ten
Materials: Chalkboard

Procedure(s):

- Write a starter sentence on the board.
- Select ten students. Have each student come to the board and write a sentence to complete the story. The tenth student writes the concluding sentence.
- Remind the class to watch the board carefully and to be thinking what they would write if they were chosen next. Review definition of a paragraph.

* Do this activity with smaller groups at the beginning (approximately five to six students).

Title: The Magic Potion
Group Size: entire class
Materials: paper, pencil

Procedure(s):

- Give the students the following premise:
  You have taken a potion which makes you invisible.
- Write for ten minutes on what will happen to you as a Santa's Helper at Christmas.

Suggested Monitoring Procedures

Suggested Resources

Patterns of Language, American Book Company

Edmonds Curriculum Guide
Mukilteo Curriculum Continuum Handbook

Zaner Bloser

District Resources

Suggested Activities: Grade(s) ______	**Suggested Monitoring Procedures**	**Suggested Resources**
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student values the writing of classmates and other people.

State Goal	1,6
District Goal	
Program Goal	3,5,10

Related Area(s)

Suggested Activities: Grade(s) 1-3

Title: Autobiography
Group Size: entire class
Materials: paper, pencil

Procedure(s):

- Each student writes about him/herself: physical appearance, likes, dislikes, hobbies, on one side of sheet of paper. Student puts his/her name on back of paper only.
- Read the descriptions and post them on the bulletin board so the class may guess who the writer is.
- If no one can guess who the writer is, let the class look at the name on the back.

Title: Writing Notes
Group Size: entire class, small
Materials: shoebox or cardboard carton

Procedure(s):

- Construct a class mailbox from the carton.
- Each student writes a personal note or notes on various topics.
- Address each note to a classmate and drop the note in the mailbox.
- Distribute the notes some time during the day.
- Have the students write a note back to the person who sent the note.

Suggested Monitoring Procedures

Suggested Resources

SPICE
Primary Language Arts, by Mary E. Platts, publisher: Education Service, Inc., P. O. Box 219, Stevensville, Michigan 49127

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

243

244

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student values writing as a way of expressing feelings and creativity.

State Goal 1,2

District Goal

Program Goal 3,5,8 10,11

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Writing
Group Size: entire class
Materials: string, paint, paper

Procedure(s):

- Have the students make a string painting (dip string in paint and lay it or fold it on paper).
- Discuss with the students what they see in string paintings.
- Have the students write two to four sentences on what they see in the abstract string painting.

Title: One-Minute Stories
Group Size: small group, entire class
Materials: chalk, chalkboard

Procedure(s):

- Have one student come to the board and begin writing a story. (Title, setting and characters may be given by the teacher or decided by the class.)
- The student writes for one minute then stops and another student is called to the board. The next student continues to write for one minute. This procedure continues until nine students have written for one minute. The tenth student reads the story to the class.
- If the story is unfinished, individuals may add the ending on paper and illustrate the story.

Suggested Monitoring Procedures

Suggested Resources

Creative Teaching of the Language Arts in Elementary School, by James A. Smith

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Language Arts

SPECIFIC AREA: Usage: Letter Writing

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. writing is used for a wide variety of purposes.		K-3					
. the heading in a social letter is located at the top right side of the page and contains street address, city and state, and date.	127	2-3					
. the greeting in a social letter is spaced below the heading, begins at the left margin, usually includes "Dear" followed by name of person being addressed and followed by a comma.	127	2-3					
. the body of the social letter follows below the greeting and contains a message.	127	2-3					
. the closing in a social letter is centered below the body, towards the right and is followed by a comma, i.e., Yours truly, Sincerely, Love.	127	2-3					
. the signature of the writer is placed below the closing.		2-3					
. the title and the name and address of the receiver is placed in the center and to the right on an envelope.*	127	3					
The student is able to:							
. write a social letter containing a heading, greeting, body, closing and signature.	127	2-3					
. address an envelope using correct capitalizaiton, punctuation and form.	129	3					
The student values:							
. a letter writing as a means of personal communication.	127	1-3					

*Will include return addresses in fourth grade.

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

State Goal	1,10
District Goal	
Program Goal	3,7,8

Student Learning Objective(s) A. The student is able to write a letter containing a heading, greeting, body, closing and signature. B. The student values letter writing as a means of communication.

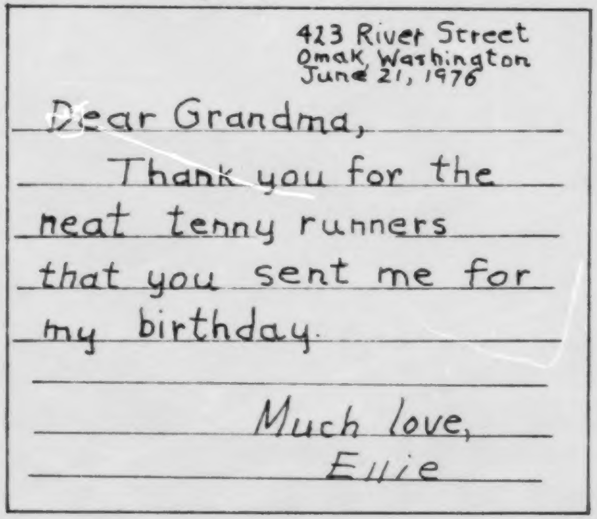
Related Area(s) Punctuation, Capitalization, Spelling

Suggested Activities: Grade(s) 2-3

Title: Writing a Letter to Grandmother
Group Size: entire class
Materials: paper (lined), pencil

Procedure(s):

- Have students copy a letter in order to become familiar with style and form.



423 River Street
Omak, Washington
June 21, 1976

Dear Grandma,

Thank you for the neat tenny runners that you sent me for my birthday.

Much love,
Ellie

Extension: Have students write several types of letters, i.e., friendly, thank you, invitation.

Suggested Monitoring Procedures

Teacher checks student's letters to see that:

- The heading is located at top right side of the page and contains street address, city and state and date.
- The greeting is spaced below the heading, begins at the left margin, usually includes "Dear" followed by name of person being addressed and followed by a comma.
- The body of the letter follows below the greeting and contains a message.
- The closing is capitalized, centered below the body towards the right and is followed by a comma, i.e., Yours Truly, Sincerely, Love.
- The signature of the writer is placed below the closing.

Suggested Resources

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Suggested Resources

Title: Original Letters
Group Size: entire class
Materials: lined paper, pencil

Procedure(s):

- Students may select various groups or individuals to whom they wish to write letters. Possible choices include: invitations to senior citizens, people of certain occupations, parents, etc., to visit class; pen pals, authors or illustrators of books; thank you notes after a field trip or other class events.
- Have each student write a letter. Check the letters for correct punctuation, capitalization, etc., and/or have students check each other's letters. Share letters.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 3

Student Learning Objective(s) A. The student is able to address an envelope using correct capitalization, punctuation and form.

State Goal	1,10
District Goal	
Program Goal	3,7,8

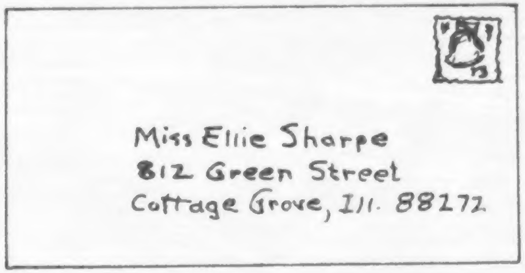
Related Area(s)

Suggested Activities: Grade(s)

Title: Addressing an Envelope
Group Size: entire class
Materials: paper or card, pencil

Procedure(s):

. Students will address a card to a parent, relative, or friend. Include a greeting for the nearest holiday at the time the activity is done.



Miss Ellie Sharpe
812 Green Street
Cottage Grove, Ill. 88272

Variations: Address an envelope to be sent:
To a pen pal.
Thanking someone after a field trip.
To an author of children's books.

Suggested Monitoring Procedures

Teacher checks student's envelopes to see that the (1) address of the receiver is placed in the center and to the right; (2) correct capitalization and punctuation is used.

Suggested Resources

Zaner Bloser
Letter Writing

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Language Arts

SPECIFIC AREA: Literature

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. the broad scope of literature includes fairy tales, folk tales, fables, biographies, familiar classics, etc.	165	2-3					
. that most stories present a problem or conflict that is resolved.	151	2-3					
. that basic elements of a story include plot, characters and setting.	173	2-3					
. a fairy tale is a type of folk tale involving supernatural creatures.	133	K-3					
. some animal stories are imaginative and some are realistic.	137	K-3					
. a fable is a moral tale often involving animals.	143	2-3					
. literature often gives human characteristics to nonhuman things.	143	2-3					
. imaginary literature (fiction) depicts an unreal situation and factual literature (nonfiction) depicts realistic situations.	145	2-3					
. a folk tale is a story made up by persons in a culture from their experiences.	147	K-1					
. a tall tale is a kind of folk tale that builds upon exploits of a hero through exaggeration of size, endurance, actions, speech and importance.	151	2-3					
. biography is the history of an individual's life.	153	2-3					
. an adventure story can be either real or imaginary, and it describes adventurous experiences in the life or lives of the main characters.	155	2-3					
. informational books provide true information about a wide variety of topics.	157	K-3					
The student is able to:							
. distinguish between fiction and nonfiction in literature.	145	2-3					
The student values:							
. many kinds of children's literature for the diversity, imaginativeness and enjoyment it gives the reader.	161	1-3					
. an increasing awareness of various cultural attitudes and customs gained through literature.	147	K-3					
. literature as a means of vicarious experience gained through the identification with the problems and emotions of others.	153	2-3					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 201	ENVIRONMENTAL EDUCATION	OTHER ________________ 202

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that a fairy tale is a type of folk tale involving supernatural creatures.

State Goal	4,6,9
District Goal	
Program Goal	2,5

Related Area(s) Creative Dramatics

Suggested Activities: Grade(s) K-1

Fairy Tale: A type of folk tale involving supernatural creatures.

Title:	Fairy Tales
Group Size:	entire class
Materials:	fairy tale books, such as Cinderella, Peter Pan or Thumbelena

Procedure(s):

- Teacher reads some of the above fair tales to the students. Students identify main characters, setting and conflict that was resolved.
- Select small groups of students to act out the fairy tale they have heard.

Title:	Puppet Characters
Group Size:	small group, entire class
Materials:	cardboard, paint, scissors, scraps of cloth, piece of wood or cardboard, nail or staples.

Procedure(s):

- Draw book characters on big pieces of cardboard.
- Cut out characters and paint them.
- Cut out clothes from scraps of cloth or colored paper and paste them on the characters. Use fake fur or yarn for hair.
- Nail a wooden handle on the back of each big puppet or make a handle out of cardboard.

Suggested Monitoring Procedures

Suggested Resources

Fairy Tales:
1. Beauty And The Beast
2. Cinderella
3. Shoemaker and the Elves
4. Snow White and the Seven Dwarfs
5. Peter Pan
6. Pinocchio
7. Tom Thumb
8. Rumpelstiltskin
9. Hansel and Gretel

District Resources

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Suggested Resources
. Use puppets in plays or to help tell stories. . Give a play or tell a story to younger students.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that a fairy tale is a type of folk tale involving supernatural creatures.

State Goal	4,6,9
District Goal	
Program Goal	2,5

Related Area(s) Creative Dramatics

Suggested Activities: Grade(s) 2-3

Fairy Tale: A type of folk tale involving supernatural creatures.

Title: Newspaper Article
Group Size: entire class
Materials: paper, pencils

Procedure(s):

. Have the students select and read a favorite fairy tale. Have them write an article for a class newspaper giving an account of what happened in the fairy tale. Have them pretend they were on the scene as events took place in fairy tales such as: Cinderella, Sleeping Beauty, Rumpelstiltskin or Peter Pan.

Title:
Group Size: entire class
Materials: fairy tale books, paper, pencils

Procedure(s):

. Read a fairy tale suitable for second or third grade, such as Sleeping Beauty, Hansel and Gretel, Stone Soup or The Ugly Duckling. Following the story, ask students to think about some other ways the conflict could have been resolved. Students will either share their ideas orally or write their changes on paper to share with the class.

Suggested Monitoring Procedures

Suggested Resources

Fairy Tales:
1. Sleeping Beauty
2. Hansel and Gretel
3. Stone Soup
4. Ugly Duckling
5. Cindrella
6. Sleeping Beauty
7. Rumpelstiltskin
8. Peter Pan

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

270

269

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that some animal stories are imaginative and some are realistic.

State Goal	1,9,10
District Goal	
Program Goal	2,4,5

Related Area(s)

Suggested Activities: Grade(s) K-1

Animal Stories (imaginative): Stories where animals are either talking beasts or animals true to their species but with the power of speech.

Title: Reading Animal Stories
Group Size: entire class
Materials: children's books

Procedure(s):

- Read imaginative animal stories such as "Curious George," "Cat In The Hat," "Where The Wild Things Are," "Bedtime for Francis," "Whose Mouse Are You?" "Alexander and the Wind Up Mouse."
- Discuss the characteristics of the animals in the stories, i.e., clever, tricky, curious, naughty, friendly.
- Have the students draw a picture of the animal in the story.

Animal Stories (realistic): Animal stories where animals are objectively reported.

Title:
Group Size: entire class
Materials: animal stories

Procedure(s):

- Read realistic animal stories to the students, such as Forest Talk, Elf Own, The Story of Ping.
- After reading the story, ask the students to return to draw a picture about an adventure one of their pets has had.
- Teacher writes a dictated sentence or caption about the student's picture, or have the student write his/her own caption.
- Share them with the group.

Suggested Monitoring Procedures

Suggested Resources

Animal Stories:

1. Curious George
2. Cat In The Hat
3. Where The Wild Things Are
4. Bedtime For Francis
5. Whose Mouse Are You?
6. Alexander and the Wind Up Mouse

Super Books Kit I
J. G. Lippencott Co.

District Resources

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Suggested Resources
Title: Group Size: entire class Materials: paper, pencils, crayons Procedure(s): . After the students have read several animal stories both realistic and imaginary, have them write or tell about the kind of story they like best. . Have them write or tell why they prefer imaginary or realistic animal stories. . Then have them illustrate their favorite animal from one of the stories.		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that some animal stories are imaginary and some are realistic.

State Goal	1,4,9,10
District Goal	
Program Goal	2,4,5

Related Area(s)

Suggested Activities: Grade(s) 2-3

Animal Stories (imaginative): Stories where animals are either talking beasts or animals true to their species but with the power of speech.

Title: Animal Stories
Group Size: entire class
Materials: stories

Procedure(s):

- Read an imaginative animal story such as "Bambi," "Runaway Ralph," "Winnie The Pooh," "Charlotte's Web" or "Frog and Toad Together."
- Following the reading, lead the discussion toward identifying positive characteristics of the animals that were like humans, i.e., kindness, generous, clever, curious, loyal, impulsive. Extension: Give each child a piece of paper on which to write a short description of someone he/she knows who displays or displayed one of the characteristics from the story.

Title:
Group Size: entire class
Materials: animal pictures, paper, pencils

Procedure(s):

- Students are given a picture of an animal or animals. Give them a choice of writing a story in which animals display human characteristics or a story about their picture using humans as characters.

Suggested Monitoring Procedures

Suggested Resources

Animal Stories:

1. Curious George
2. Wind in the Willow
3. Bambi
4. Jungle Book
5. Story of Ferdinand
6. Winnie The Pooh
7. Charlotte's Web
8. Frog and Toad Together

District Resources

Suggested Activities: Grade(s) 2-3

Animal Stories (realistic): Animal stories where animals are objectively reported.

Title: Murals
Group Size: entire class, small group
Materials: library books

Procedure(s):

- Read a realistic animal story to the class, i.e., The Blaze Stories, Barney of the North, The Blind Colt.
- After reading the story, have individual students draw sections of a mural illustrating parts of the story. When the mural is complete, have the students retell the story.

Title: Writing Stories
Group Size: entire class or small group
Materials:

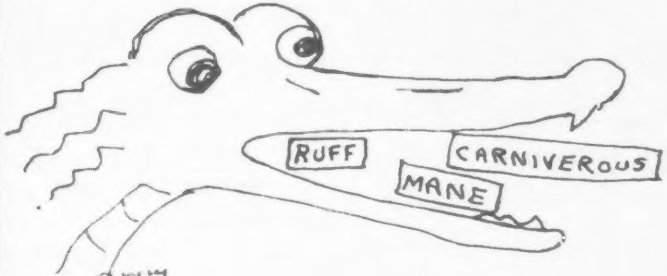
Procedure(s):

- Have each student write a realistic animal story.
- Have the student choose a main character and write the short story about a realistic adventure of the character.

Title: Brainstorming
Group Size: small group, entire class
Materials: tab board, felt pens

Procedure(s):

- Teacher and students brainstorm words used in animal stories. These words are put on the bulletin board inside the alligator's mouth. Students can use these in stories.



Suggested Monitoring Procedures

Suggested Resources

Animal Stories:

1. The Blaze Stories
2. Barney of the North
3. The Blind Colt
4. King of the Wind
5. Brighty of the Grand Canyon
6. Wilderness Champion
7. Honk the Moose
8. Smoky
9. The Yearling
10. My Friend Flicka
11. The White Panther
12. Big Red
13. Snow Dog
14. Swamp Cat
15. Haunt Fox
16. Otter's Story

District Resources

SMALL SCHOOLS PROJECT -- Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that some animal stories are imaginary and some are realistic.

State Goal	1,4,9, 10
District Goal	
Program Goal	2,4,5

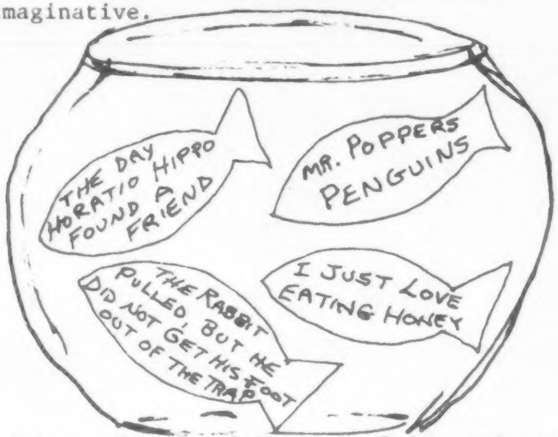
Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Realistic or Imaginary
Group Size: small group, pairs, individual
Materials: fish bowl, tagboard, felt pens

Procedure(s):

. Write story situations, titles and comments animals might say on paper fish. Place them in a gold fish bowl. Have students select fish and classify titles and captions as realistic or imaginative.


THE DAY HORATIO HIPPO FOUND A FRIEND
MR. POPPERS PENGUINS
THE RABBIT PULLED, BUT HE DID NOT GET HIS FOOT OUT OF THE TRAP
I JUST LOVE EATING HONEY

Extension: Have students use titles and captions to write original stories.

Suggested Monitoring Procedures

Suggested Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. Student knows that a fable is a moral tale often involving animals. B. Student knows that literature often gives human characteristics to nonhuman things. C. Student knows that basic elements of a story include plot, characters and setting.

State Goal	4,6,9, 10
District Goal	
Program Goal	2,4,5

Related Area(s)

Suggested Activities: Grade(s) 2-3

Fable: A moral tale often involving animals.

Title:
Group Size: entire class
Materials: fables, tagboard

Procedure(s):

- Teacher reads fables to the class, i.e., Aesop's, pointing out that fables have a lesson and the lesson is often stated in the last sentence.
- Duplicate short sections of these fables separated from their morals on tagboard cards.
- Students try to match the moral with the proper fable.

Title: Writing Morals
Group Size: entire class
Materials: paper tagboard strips, pencils, felt pens

Procedure(s):

- Students will write fables with silly morals. Example: "Don't look a gift horse in the mouth" might be called "Don't let a gift horse look in your mouth."
- Silly fables are called "faibles."
- Supply a tagboard card with a moral from a fable on it to each student. They try to rewrite it into a faible.

Suggested Monitoring Procedures

Suggested Resources

Aesop's Fables
La Tontaines
Gatakas
Panchatantra

Ugly Duckling, The Emperor's New Clothes, Hans Christian Anderson

Children and Books
May Hill Arbuthnot

District Resources

Suggested Activities: **Grade(s)** 2-3

Suggested Monitoring Procedures

Suggested Resources

Title: Writing A Group Fable
Group Size: entire class
Materials: overhead projector, samples of fables, animal pictures

Procedure(s):

- . Point out the two main characteristics of a fable.
  - a. Moral tale involving a lesson.
  - b. Animals personifying human characteristics.
- . Have the students choose animals, a setting and a problem (or conflict) to be resolved.
- . Then have the students contribute to a group fable recorded by the teacher on the overhead projector or on chart paper.
- . Students write the moral to go with the picture and then individually illustrate the fable.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that imaginary literature (fiction) depicts an unreal situation and factual literature (nonfiction) depicts realistic situations. B. The student is able to distinguish between fiction and nonfiction in literature. C. The student knows that literature often gives human characteristics to nonhuman things.

State Goal	4,6,9, 10
District Goal	
Program Goal	2,4,5

Related Area(s) Reading: Comprehension - judgement of fact and fantasy.

Suggested Activities: Grade(s) 2-3

Fantasy: Imaginative literature that depicts an unreal situation.

Title:
Group Size: entire class
Materials: children's books

Procedure(s):

- Read a fantasy story, i.e., "Ralph The Motorcycle Mouse," "James and the Giant Peach," "Charlie and the Chocolate Factory."
- Each day after reading some chapters, ask the students to predict what they expect to happen next. Have them predict both an imaginary happening and a realistic happening.

Title:
Group Size: entire class
Materials: library books

Procedure(s):

- Have the students keep a list of library books they have read during the year. Have the list divided into fiction and non-fiction.

non-fiction	fiction
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________

297

Suggested Monitoring Procedures

Suggested Resources

Fantasy:

1. James and the Giant Peach
2. Charlie and the Chocolate Factory
3. Ralph The Motorcycle Mouse
4. The Lion, The Witch and The Wardrobe
5. Mike Mulligan and His Steam Shovel
6. Little Toot
7. Velveteen Rabbit
8. Katy and the Big Snow

District Resources

298

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that a folk tale is a story made up by persons in a culture from their experiences. B. The student knows that basic elements of a story include plot, characters and setting. C. The student values an increasing awareness of various cultural attitudes and customs gained through literature.

Related Area(s)

State Goal	4,6,9, 10
District Goal	
Program Goal	2,4,5, 11

Suggested Activities: Grade(s) K-1

Folk Tale: A story made up by persons in a culture from their experiences.

Title: Folk Tale
Group Size: entire class
Materials: folk tale picture books

Procedure(s):

- Reads folk tales, i.e., Three Billy Goats Gruff, Three Bears, The Three Little Pigs, Henny Penny, Johnny Cake, Red Riding Hood, Rapunzle.
- Have the students orally identify the main characters in story and problem or conflict to be resolved. Then have them draw a picture of their favorite incident in the story.

Suggested Monitoring Procedures

Suggested Resources

1. Three Billy Goats Gruff
2. Three Bears
3. Three Little Pigs
4. Henny Penny
5. Johnny Cake
6. Red Riding Hood
7. Rapunzle
8. Gingerbread Boy
9. House That Jack Built
10. The Bremen Town Musicians

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student knows that a folk tale is a story made up by persons in a culture from their experiences. B. The student knows that basic elements of a story include plot, characters and setting. C. The student values an increasing awareness of various cultural attitudes and customs gained through literature.

State Goal	4,6,9, 10
District Goal	
Program Goal	2,4,5, 11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Folk Tale: A story made up by persons in a culture from their experiences.

Title: Original Folk Tales
Group Size: entire class, small group
Materials: tagboard, paper, pencils

Procedure(s):

- Prepare tagboard cards listing parts of titles of familiar folk tales the students have heard.
- Students complete the title and write or tell a new folk tale.
  Example: The Three Little (Slugs)
  The Three (Squirrels)
- Henny Penny could become Funny Bunny or another title that would rhyme.

Title: Picture Show
Group Size: small group, entire class
Materials: a folk tale, tape recorder, long piece of plastic, felt tipped colored pens, overhead projector.

Procedure(s):

- Make a picture show of one of the favorite folk tales. Have the children draw pictures on plastic with colored felt pens for use on the overhead projector. Have several children tape the story using different voices for each character. Present the "show" to the class.

Suggested Monitoring Procedures

Suggested Resources

American Folk and Fairy Tales, Margaret Freeman

New England Bean, Jasendorf, Moritz

Fat. American Folk Stories to Read

Heroes in American Folklore, Irwin Shapiro

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

297

298

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that a tall tale is a kind of folk tale that builds upon exploits of a hero through exaggeration of size, endurance, actions, speech and importance. B. The student knows that basic elements of a story include plot, characters and setting. C. The student knows that most stories present a problem or conflict that is resolved.

State Goal	4,6,9, 10
District Goal	
Program Goal	2,4,5, 11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Tall Tale: A tall tale is a kind of folk tale that builds upon the exploits of a hero through exaggeration of size, endurance, action, speech and importance.

Title: Tall Tale
Group Size: small group, entire class
Materials: tall tales

Procedure(s):

- Read a tall tale to the class, i.e., Paul Bunyan, The Fast Sooner Hound, Pecos Bill, John Henry.
- Brainstorm with the class the exceptional or exaggerated characteristics of the main characters.
- Have the students draw a picture of the main character and put a caption under picture indicating something they enjoyed in the story.

Title: Brainstorming
Group Size: entire class, small group
Materials:

Procedure(s):

- Review the main elements of a tall tale with the class. Brainstorm human characteristics that could be exaggerated, i.e., size, endurance, action, speech, importance.
- Have the class also brainstorm possible main characters. Help the students write their own individual tall tale.

Suggested Monitoring Procedures

Suggested Resources

Tall Tale:

1. Paul Bunyan
   Ol' Paul The Mighty Logger
   Paul Bunyan Swings His Axe
2. Mike Fink
3. Davy Crockett
4. Tony Beaver
5. John Henry
6. Captain Stormalong
7. Pecos Bill
8. Bowleg Bill
9. Tall Timber Tales
10. The Fast Sooner Hound
11. Heroes of American Folklore
12. Credle Ellis, "Tall Tales from the High Hills"
13. Tall Tale America: A Legendary Hero or Our Humorous Hero

District Resources

Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

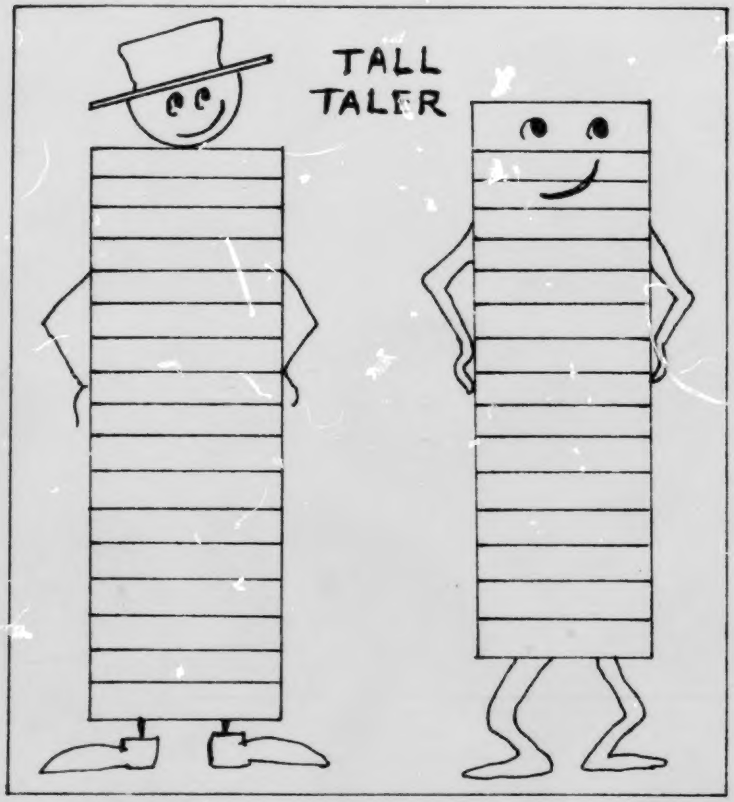
Suggested Resources

Title:
Group Size: entire class
Materials: tagboard, felt pens, paper, pencils

Procedure(s):

. Provide tagboard cards with titles of main characters. Have students select a card and write a tall tale around that main character, or tell a tall tale to the class.

Variation: Provide long strips of paper, i.e., adding machine tape on which students will write original tall tales. Display on bulletin board as Tall Taler.



District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that biography is the history of an individual's life. B. The student values literature as a means of vicarious experience (identified with the problems and emotions of others).

State Goal 1,4,6, 9,10

District Goal

Program Goal 2,4,5, 11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Biographies: A written history of a person's life.

Title: Biographies
Group Size:
Materials:

Procedure(s):

- Read some biographies to the students. Then divide class into 3 groups. Have each group do activities to illustrate stages in the life of the main character.
- One group will make dioramas, charts, poems, pictures, murals, etc., to illustrate life as a young boy.
- Second group will use some of the activities to illustrate life as a young man.
- The third group will illustrate the life as an old man.
- When all activities are finished, have each group share their activities with the class. Variation: Students will make dioramas illustrating one of their favorite parts of the story.

Title: Riddles
Group Size: entire class
Materials: paper and pencils

Procedure(s):

- Have students write riddles describing characteristics of their hero, and tell them to the class. See if the students can guess who the character is.

Suggested Monitoring Procedures

Suggested Resources

Biographies:

1. Ben Franklin, Ingrie
2. G. Washington, Edgar
3. A. Lincoln, Parin
4. Columbus, D'Aulaire
5. Squanto, Friend of White Men, Clyde Bulla
6. Benjamin West and His Cat Crinalkin, Marguerite Henry
7. Mozart, The Wonder Boy, Opal Wheeler and Sybil Deucher
8. J. F. Kennedy
9. Martin Luther King
10. Marie Antoinette
11. Invincible Louisa
12. Harriet Tubman
13. Clara Barton

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

305

306

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that an adventure story can be either real or imaginary, and it describes adventurous experiences in the life or lives of the main character.

State Goal 4,6,9,10

District Goal

Program Goal 2,4,5

Related Area(s)

Suggested Activities: Grade(s) 2-3

Adventure Stories: Either a true or imaginary story describing adventurous experiences in the life or lives of the main characters.

Title:
Group Size:
Materials: adventure books

Procedure(s):

- Read an adventure story to the class such as Old Yeller, Little House on the Prairie.
- Have students draw illustrations in a booklet each day as the teacher reads. At the end of the book the students will have a series of illustrations about the book.
- Have students write one or more sentences to go with each picture.

Title: Mural
Group Size: entire class
Materials: butcher paper

Procedure(s):

- Take a large piece of buther paper and divide it into sections (the same number as the chapters in the book selected). Each day have different students draw a section of the mural illustrative of a certain chapter of the book.

Suggested Monitoring Procedures

Suggested Resources

Adventure Stories:

1. My Side of the Mountain
2. Little House on the Prairie
3. Old Yeller
4. Rascal
5. Island of the Blue Dolphin
6. Box Car Children
7. Henry Huggins
8. Beezus and Ramona
9. Charlotte's Web
10. Strawberry Girl

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that informational books provide true information about a wide variety of topics.

State Goal 1,4,6,9,10

District Goal

Program Goal 2,4,5,11

Related Area(s)

Suggested Activities: Grade(s) K-1

Informational Books: Books that provide true information about a wide variety of topics.

Title:
Group Size:
Materials: library books

Procedure(s):

- Have the students read informational books such as Around The Year, The True Book of Time, It's About Time, The True Book of Policemen and Firemen.
- Students may list on paper some of the information they learned from the book.
- Read one information book. Have students draw pictures about the story and the teacher will record student's comments about the picture on the bottom of the picture.
- Students use clay to form figures and object to illustrate part of an informational book, i.e., firemen putting out the fire.

Title: Projects and Crafts
Group Size: small group, entire class
Materials: informational books, craft materials

Procedure(s):

- Using an informational book about art projects or crafts, have the students choose an activity and make something as a way of illustrating their understanding of the written directions.

Suggested Monitoring Procedures

Suggested Resources

Informational Books:

1. Around The Year
2. The True Book of Time
3. It's About Time
4. The True Book About Policemen and Firemen
5. The First Book of Firemen
6. The Big Book of Real Trains
7. The Big Book of Real Buildings and Wrecking Machines
8. Let's Go To The Library
9. Change For Children
10. Ideas and Activities for Individualizing Learning, Kaplan, Kaplan, Madsen, Taylor

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

Title:
Group Size: entire class
Materials: books, chart paper, pencils

Procedure(s):

- Read one informational book to the class. Have the students draw pictures about the story.
- Discuss what kind of information the student learned from the story.
- Record the student's comments at the bottom of the picture. Some children may wish to write their own comments below the picture.

District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that informational books provide true information about a wide variety of topics.

State Goal 4,6,9, 10

District Goal

Program Goal 2,4,5, 11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Informational Books: Books that provide true information about a wide variety of topics.

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Group Size:
Materials: library books

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Suggested Monitoring Procedures

Suggested Resources

Informational Books:

1. Around The Year
2. The True Book of Time
3. It's About Time
4. The True Book About Policemen and Firemen
5. The First Book of Firemen
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8. Let's Go To The Library
9. Change For Children
10. Ideas and Activities for Individualizing Learning, Kaplan, Kaplan, Madsen, Taylor

District Resources

Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

Suggested Resources

Title:
Group Size: entire class
Materials: books, chart paper, pencils

Procedure(s):

. Read one informational book to the class. Have the students draw pictures about the story.
. Discuss what kind of information the student learned from the story.
. Record the student's comments at the bottom of the picture. Some children may wish to write their own comments below the picture.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student values many kinds of children's literature for the diversity, imaginativeness and enjoyment it gives the reader.

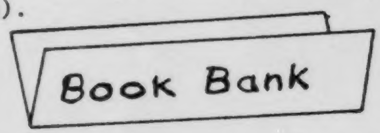
State Goal	4,6,9, 10
District Goal	
Program Goal	2,4,5

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Book Bank (Sharing Books)
Group Size:
Materials: big sheet of tagboard, stapler (or thumbtacks), crayons or pens, scissors

Procedure(s):
- Fold tagboard and tack it on the wall (see illustration).

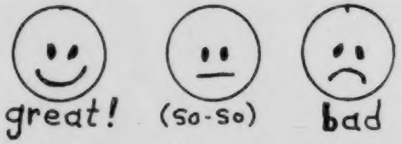


- On front print BOOK BANK in big letters.
- Have the students draw pictures of books they liked best.
- On the picture write the name of the book.
- Have students put pictures of books in Book Bank.
- Students use Book Bank when they need an idea for a book to read.
  Extension: Use the pictures and cards to tell stories.

Suggested Monitoring Procedures

Values - voting indicating childrens' preferences for specific books.

Each student is given three smilie faces made of construction paper. The teacher holds up individual books which have been read to the students. Students choose one of their faces and hold it up to indicate how they feel about the book.



Students match titles of familiar books to their correct categories, i.e., bibliography, information book, fable. Teacher makes a master with short statements from familiar book in these three categories. Students match the titles to the statements.

Suggested Resources

Nebraska Literature Program

Arbuthnot's Anthology of Children's Literature

Houghton Mifflin Interaction Cards

District Resources

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Suggested Resources
	Who Am I? Teacher makes short riddle like statements describing characteristics of main characters. Students guess who the character is from the clues.	
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student values many kinds of children's literature for the diversity, imaginativeness and enjoyment it gives the reader.

State Goal	4,6,9, 10
District Goal	
Program Goal	2,4,5, 11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Book Bank (Sharing Books)
Group Size:
Materials: big sheet of tagboard, stapler (or thumbtacks), crayons or pens, scissors

Procedure(s):

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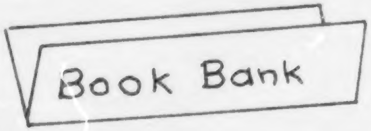

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. Students use Book Bank when they need an idea for a book to read.
Extension: Use the pictures and cards to tell stories.

Suggested Monitoring Procedures

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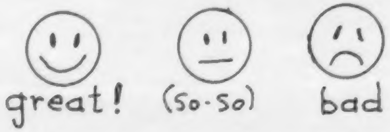


Students match titles of familiar books to their correct categories, i.e., bibliography, information book, fable. Teacher makes a master with short statements from familiar book in these three categories. Students match the titles to the statements.

Suggested Resources

Nebraska Literature Program

Arbuthnot's Anthology of Children's Literature

Houghton Mifflin Interaction Cards

District Resources

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Suggested Resources
	Who Am I? Teacher makes short riddle like statements describing characteristics of main characters. Students guess who the character is from the clues.	
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that the broad scope of literature includes fairy tales, folk tales, fables, biographies, familiar classics, etc. B. The student values many kinds of children's literature for the diversity, imaginativeness and enjoyment it gives readers.

State Goal	4,6,9, 10
District Goal	
Program Goal	2

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Suggested Resources
	Students are able to distinguish between true and imaginative stories. Teacher gives students two cards. T I T = True Story I = Imaginative Story The teacher holds up some books that have been read to the class and with which they are familiar. Students hold up either the T or I card to indicate the nature of the book in question.	District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SUBJECT: Language Arts

SPECIFIC AREA: Poetry

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. that some forms of poetry have rhymed patterns and some forms of poetry have non-rhymed patterns.	173	K-3					
. the figurative language used in poetry is not to be interpreted literally.	177	2-3					
The student is able to:							
• write simple rhymed and non-rhymed poetry.	177	K-3					
• use figurative language in his/her writing.	179	2-3					
The student values:							
. poetry as a form of creative expression.	169	K-3					
. poetry for the variety of unique ways in which language is used, i.e., sounds and patterns.	173	K-3					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 332	ENVIRONMENTAL EDUCATION	OTHER ________________ 333

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student values poetry as a form of creative expression.

State Goal	4,9,10
District Goal	
Program Goal	2,5,7, 11

Related Area(s)

Suggested Activities: Grade(s) K-1

Title: Nursery Rhymes
Group Size: entire class
Materials: nursery rhyme books, Mother Goose Books

Procedure(s):

- Read several nursery rhyme books to the students. Show several different illustrations, i.e., Jack and Jill Went Up the Hill, Mary Had a Little Lamb.
- Discuss the art work.
- Have the students make their own illustration of nursery rhymes.

Title: Reading Poetry
Group Size: entire class
Materials: Poetry Books, i.e., Singer, S.V.E. "Child's World of Poetry", Study Prints

Procedure(s):

- Read poetry to the class. Include poems with illustrations to show the students as you read.
- After reading a poem, have the students discuss how the poem made them feel or what it made them think about.
- Use Poetry picture charts such as S.V.E. "A Child's World of Poetry." Show the large picture as you read the poems printed on the back of the chart.
- Read poems that do not include illustrations. Have the students shut their eyes as you read. Ask them to visualize or "imagine" what is happening in the poem. Read some quiet, relaxing poems. Have the students discuss how they feel after the reading. Select poetry that sets a mood.

Suggested Monitoring Procedures

Suggested Resources

Mother Goose Books

Directed Art Activities

Singer: S.V.E. Study Prints "A Child's World of Poetry" (eight picture charts, two records, sixty poems) (p. 100, SVE. Catalog)

District Resources

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

Title: Learning Center
Group Size: small group, individual
Materials: poetry box, 3x5 cards on a variety of subjects, poetry picture file, poetry picture books, film strips and small screen (tagboard or white paper taped to wall or storage cabinet)

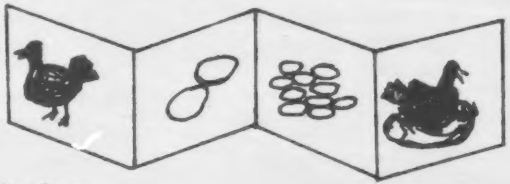
Procedure(s):

- After having had extended instruction in, and exposure to a wide variety of poetry, the teacher could set up a center where the students could read, write, view, illustrate or dramatize poetry.

Title: Poetry Picture Books
Group Size: individual
Materials: paper, crayons, poetry books

Procedure(s):

- Have the students read and then illustrate a favorite poem in several frames (at least four). Then have them make an accordian book of the poem.



Variation:
Several poems can be illustrated, each on a separate page. An accordian book could be made including all the poems.

Directed Art Activities

Games & Activities for Early Language Development, Edmonds School District

Language Guide Composition, Sutton, Shoreline School District

District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student values poetry as a form of creative expression.

State Goal 4,9,10

District Goal

Program Goal 2,5,7, 11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Reading Poetry
Group Size: entire class
Materials: various poetry books

Procedure(s):

- Read many forms of poetry to the class.
- Select some illustrated poems and after reading the poem show the students the illustrations.
- Discuss visual imaginary and why a poem may be illustrated in a certain way.
- Share poems such as: "Winken, Blinken & Nod."
- Have the students close their eyes as you read poetry. Have them visualize what is happening.
- Then have the students illustrate their concept of the poem.
- Have the students share their illustraitons with the class. Discuss the similarities and differences in each student's interpretation of the poem.

Title: Learning Center
Group Size: small group, individual
Materials: poetry box, 3x5 cards on a variety of subjects, poetry picture file, poetry picture books, film strips and small screen (tagboard or white paper taped to wall or storage cabinet)

Procedure(s):

- After having had extended instruction in, and exposure to a wide variety of poetry, the teacher could set up a center where the students could read, write, view, illustrate or dramatize poetry.

Suggested Monitoring Procedures

Suggested Resources

Directed Art Activities

Games & Activities for Early Language Development, Edmonds School District

Language Guide Composition, Sutton, Shoreline School District

District Resources

Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

Suggested Resources

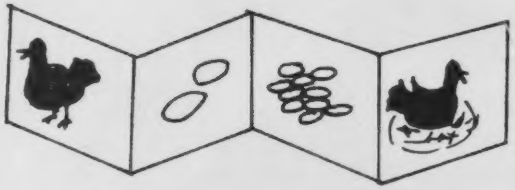
Title: Poetry Picture Books
Group Size: individual
Materials: paper, crayon, poetry books

Procedure(s):

. Have the students read and then illustrate a favorite poem in several frames (at least four). Then have them make an accordian book of the poem.

Variation:

Several poems can be illustrated, each on a separate page. An accordian book could be made including all the poems.



District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that some forms of poetry have rhymed patterns and some forms of poetry have nonrhymed patterns. B. The student values poetry for a variety of unique ways in which language is used, i.e., sounds and patterns.

State Goal	4,9,10
District Goal	
Program Goal	2,5,7, 11

Related Area(s) __________

Suggested Activities: Grade(s) K-3

Title: Rhymes (Appropriate for grades K-1)
Group Size: entire class
Materials: Nursery Rhyme Books

Procedure(s):

- Teacher reads a nursery rhyme.
  Example: Jack and Jill.
  Teacher will emphasize words that rhyme while saying verse.
- Have students do the same as they learn the rhyming words.
- Ask individual students to name the rhyming words by leaving out the words that rhyme and let the students supply the missing words.
- Have the students think of as many additional rhyming words as they can rhyme with some of the words in the poem.
  Example: hill, Bill, will, spill

Title: Nursery Rhyme Booklets (Appropriate for K-1)
Group Size: entire class
Materials: Nursery Rhyme Books, crayons, papers

Procedure(s):

- Have the students make free-hand crayon pictures of nursery rhymes. Then attach a ditto copy of the poem to the student's illustration. These can be collected in booklet form to take home.
- The student can also make illustrations of nursery rhyme through directed art activities the teacher would give a set of directions for the illustration.

342

Suggested Monitoring Procedures

Suggested Resources

Mother Goose & Nursery Rhymes, Read

Real Mother Goose, Wright

Directed Art Activities

Games & Activities for Early Language Development, Edmonds School District

Collection of Language Activities, Shoreline School District

District Resources

343

Suggested Activities: Grade(s) K-3

Suggested Monitoring Procedures

Suggested Resources

Variation: Mother Goose Tree: Teacher uses a white spray painted branch. Hang small pictures or objects on the branch to depict nursery rhymes.

Forms of Poetry to include:

COUPLET: A two-line form of poetry where each two lines rhyme.

Example:

I like the cake that is brown with spice
It looks so good and it smells so nice.

Smells of cinnamon, smells of clove
All through the house and in the stove.

QUATRAIN: A four-line poetry form where the second and fourth lines rhyme, and/or the first and third lines rhyme.

Example:

Mix a pancake, stir a pancake,
Pop it in the pan;
Fry the pancake, toss the pancake,
Catch it if you can.

TRIPLET: A three-line poem

Variations: Lines one and three, or lines one, two and three may rhyme.

Example:

Daffodils for sale
Down on the corner
In a plastic pail

Language Curriculum Guide, Shoreline School District

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that some forms of poetry have rhymed patterns and some forms of poetry have nonrhymed patterns. B. The student values poetry for a variety of unique ways in which language is used, i.e., sounds and patterns.

State Goal	4,9,10
District Goal	
Program Goal	2,5,7, 11

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Suggested Resources

LIMERICK: A special type of humorous poem containing five lines, rhyming in a pattern: a,a,b,b,a. The third and fourth lines in a limerick are shorter than the first, second and fifth lines. The last line in a limerick is the punch line.

Example:

There once was a boy from Seattle
Who went out in a boat with no paddle
But wouldn't you know
The wind started to blow
And he ended up back in Seattle.

CINQUAIN: The Cinquain is a syllabic rather than a rhyming form of poetry. The poetry attempts to reflect the inner feelings of the author. Line one has two syllables that state the title. Lines two and four have syllables that describe the title. Line three has six syllables that express an action. Line four has eight syllables that express a feeling. Line five has two syllables that indicate another word for the title.

Example:

Kittens
Love to chase mice
Like to bother goldfish
Curious about everything
Felines

District Resources

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Suggested Resources
HAIKU: A Haiku is usually in three lines with a five, seven, five syllabic arrangement. It is often written about something in nature. Example: Decidious trees as in the lives of people the greens come and go		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student is able to write simple rhymed and nonrhymed poetry.

State Goal	4,8,10
District Goal	
Program Goal	2,5,7, 11

Related Area(s) ________

Suggested Activities: Grade(s) 2-3

Title:
Group Size:
Materials:

Procedure(s):

- Read and discuss different forms of poetry with the class. Include diamente, cinquain, haiku, couplet, quatrain, etc. Include rhymed and nonrhymed poetry.
- After involving the students in many listening activities, have them write original poems using a form they feel comfortable with. Simple forms should be worked on first such as couplet, triplet or limericks.

Title: Writing A Couplet
Group Size: entire class
Materials: Complete Nonsense Book

Procedure(s):

- Read several rhyming couplets to the students that are shown on a chalkboard or an overhead projector.
  Example:
  See the ball,
  I bounce it tall.
- Read or have the students read aloud some of the rhyming couplets in Complete Nonsense Book.
- Discuss or define what makes a couplet (two lines that rhyme).
- Have the students orally fill in several couplets with a missing last word.
- Then have the students write their own couplets.

Suggested Monitoring Procedures

Suggested Resources

Complete Nonsense Book by Edward Lean

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows the figurative language used in poetry is not to be interpreted literally. B. The student is able to use figurative language in his/her writing.

State Goal	1
District Goal	
Program Goal	2,5,7, 11

Related Area(s) ______

Suggested Activities: Grade(s) 2-3

Title:
Group Size:
Materials:

Procedure(s):

- Teacher and students brainstorm to generate figurative language, i.e., runs like a gazelle, laughs like a hyena, quick as lightning.
- Discuss and lead students to see that language depends on comparing one thing with another, and that figurative language often uses the words "like" and "as."
- Students fill in the missing figurative word:
  As hard as a _____.
  As big as a ______.
  As funny as a _____.

Variation:

- Student writes: "Comparison" poem using either "like" or "as" for each line. Put the words "LIKE" and "AS" in LARGE letters on the chalkboard.
- Students can use any topic they want.

Suggested Monitoring Procedures

Teacher observation:
Students write their own language.

Teacher assesses whether the student can use figurative language.

Suggested Resources

Wishes, Lies and Dreams, by Kenneth Koch

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Language Arts

SPECIFIC AREA: Creative Dramatics

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. that drama is a form of creative expression and movement that is often used to entertain.	183-	K-3					
. there are various techniques of dramatic presentation such as puppet shows, shadow plays, finger plays, movies or dramatic plays.	189	K-3					
The student is able to:							
. engage in a creative dramatic play based on spontaneous experiences or stories read or heard.	183-	K-3					
. express feelings and thoughts freely in dramatizing with puppets, shadow plays, finger plays, movies or dramatic plays.	189	K-3					
. interpret characters, through pantomime, charades and role playing.	191-	K-3					
The student values:							
. creative dramatics as a form of self-expression.	183-	K-3					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 309	ENVIRONMENTAL EDUCATION	OTHER ________________ 300

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that drama is a form of creative expression and movement that is often used to entertain. B. The student is able to engage in creative dramatic play based on spontaneous experiences or stories and poems read or heard. C. The student values creative dramatics as a form of self-expression.

State Goal	1,7,9, 10-2.
District Goal	
Program Goal	7,9

Related Area(s) Physical education

Suggested Activities: Grade(s) K-1

Title: Creative Dramatics through Nursery Rhymes

Group Size: entire class, small group

Materials: books of nursery rhymes, songs

Procedure(s):

- Teacher reads nursery or (Rhymic poems) that are good for creative expression of rhythm.
- Students act out the poetry, songs or nursery rhymes.

  Example: Wee Willie Winkie - running movement, or To Market To Market - galloping.

Sing A Song Of Sixpence
Sing a song of sixpence,
A pocketful of rye.
Four-and-twenty blackbirds
Baked in a pie.

When the pie was opened,
The birds began to sing.
Wasn't that a dainty dish
To set before the King?

- The students join hands and form a large circle. The teacher chooses from two to six "birds," depending upon the number of students in the group. The "birds" squat in the circle (pie) and the other students walk around them singing or saying the rhyme. As they say, "When the pie is opened," they raise their hands and "birds" jump up and say, "Tweet, Tweet." Let different students be "birds."

Suggested Monitoring Procedures

Suggested Resources

Mother Goose Nursery Rhymes, Reed, Antheum, 1963

Real Mother Goose, Wright Rand 1965

Learning Time With Language Experiences, Louise Binder Scott

Spotlight on Drama, K-6, available at no cost from Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 98504

District Resources

Variation: Ask the students to sit in small circles with their feet together. "When the pie is opened," the students jump to their feet.

- A slight stress on the sound of "s" in sing, song, set, and sixpence will help the students to hear this sound.

Title: Elf in the Rain
Group Size: entire class
Materials: colored scarves

Procedure(s):

- Elf In The Rain
  Once there was an elf who lived under a toadstool. One day the elf went for a walk. (Slap thighs gently.) All at once, it began to rain. (Tap fingers lightly on table or floor.)
- Now out in the meadow a little, bumpy, lumpy toad came hopping and jumping along. (Make hopping motion with arms.) He saw the toadstool and crept under it to get out of the rain. (Hands on top of head.)
- The elf was dancing around a rosebush when the rain came, and he skipped very fast to get back to his toadstool. (Slap thighs rapidly.) When the elf reached the toadstool, there sat the bumpy, lumpy toad. "Oh, dear," sighed the bumpy, lumpy toad." "I didn't know this toadstool was your home. I'll go away at once." But the elf wouldn't hear of such a thing. "Please stay, little toad," he said. "This toadstool is big enough for both of us."
- So there they sat side by side, the elf and the bumpy, lumpy toad. (Repeat action of rain.) Soon the rain stopped and each went his own way. Then the sun came out. (Make circle with arms.) A big rainbow came into the sky and many beautiful colors could be seen. (Children hold colored scarves above heads.)

-L.B.S.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that drama is a form of creative expression and movement that is often used to entertain. B. The student is able to engage in creative dramatic play based on spontaneous experiences or stories and poems read or heard. C. The student values creative dramatics as a form of self-expression.

Related Area(s)

State Goal	1,7,9, 10
District Goal	
Program Goal	7,9

Suggested Activities: Grade(s) K-1

- Read the story slowly, phrasing carefully to give the students time for movements.
  Variation: Choose students to act out the elf, toad, rain, sun and rainbow. Six students may hold blue, orange, red, green, yellow and purple scarves to make the rainbow. On subsequent readings, encourage students to demonstrate other actions for the story or act it out adding episodes.

Title: Seasonal Activities
Group Size: entire class
Materials:

Procedure(s):

- The following creative dramatics ideas tie in with the months and seasons:
  September: Raking the yard; walking to school.
  October: Pretending to be falling leaves, a scarecrow coming to life, a witch riding a broom.
  November: Pretending to be a Pilgrim; strutting like a turkey.
  December: Trimming a Christmas tree; hanging up stockings.
  January: Rolling and throwing snowballs; pretending to be whirling snow.
  February: Walking like polar bears; pretending to be a melting snowman.
  March: Flying a kite; whirling like the wind.

Suggested Monitoring Procedures

Suggested Resources

District Resources

305

306

Suggested Activities: Grade(s) K-1	**Suggested Monitoring Procedures**	**Suggested Resources**
April: Planting seeds; wading through puddles. May: Pretending to be growing flowers, performing a Maypole dance. June: Picking flowers; packing a suitcase. July: Marching in a parade; saluting the flag. August: Swimming; having a picnic.		
		District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student values creative dramatics as a form of self-expression. B. The student knows that drama is a form of creative expression and movement that is often used to entertain. C. The student is able to engage in creative dramatic play based on spontaneous experiences or stories and poems read or heard.

State Goal	1,7,9, 10
District Goal	
Program Goal	7,9

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Pantomine
Group Size: small group, entire class
Materials: slips of paper

Procedure(s):

- Write specific activities on slips of paper. Pass them out to some of the students in the class.
- Have the students pantomime what is described on their slip of paper. Have other students guess what is happening.

Example(s):

You are a snowman on a sunny day.

You are a bird who caught a worm and you are taking it to your babies in the nest.

You are a skateboarder going down a steep hill.

Title: Using Puppets
Group Size: entire class
Materials: cardboard box for stage hand, stick or sack puppets, marionettes

Procedure(s):

- Have small groups of students (3-4) prepare a simple puppet play for the rest of the class. Each day let students take turns presenting their "show."

Suggested Monitoring Procedures

Suggested Resources

Spotlight on Drama, K-6, available at no cost from Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 98504

District Resources

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Suggested Resources
Title: Story Dramatization Group Size: entire class (in small groups) Materials: costumes, props as desired Procedure(s): . Have small groups of students select a favorite story to act out for the class. . Let the students guess the title of the story.		
		District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows there are various techniques of dramatic presentation such as puppet shows, shadow plays, finger plays, movies or dramatic plays. B. The student is able to express feelings and thoughts freely in dramatizing with puppets, shadow plays, finger plays, movies or dramatic plays.

State Goal	1,7,9,10
District Goal	
Program Goal	7, 9

Related Area(s) Art, Physical Education, Music

Suggested Activities: Grade(s) K-1

Title: Finger Plays
Group Size: entire class
Materials: books on finger plays

Procedure(s):

- Introduce students to a variety of finger plays. The students are asked to use their hands to demonstrate the rhymes with line-by-line directions.

Example: Old Shoes, New Shoes

Old shoes, new shoes (point to student's shoes, first one then other one.)
Black and brown and red shoes
One, two, three, four. (Show your fingers.)
Tapping softly on the floor. (Tap fingers on floor.)

My Rabbit

My rabbit has two big ears. (Hold up index and middle fingers for ears.)
And a funny little nose. (Join other three fingers for nose.)
He likes to nibble carrots. (Move thumb away from other two fingers.)
And he hops wherever he goes. (Move whole hand jerkily.)

Title: Stick Puppets
Group Size: entire class
Materials: popsicle sticks, paper

Procedure(s): (K-1)

- The teacher can precut paper stick puppet from a favorite story, "The Three Bears." Then act out sequences of the story. Have the students show puppets on screen with light reflecting on screen from the overhead. (Shadow Play.)

Suggested Monitoring Procedures

Suggested Resources

Let's Do Finger Plays, by Marion Grayson, Robert B. Luce, Inc.

Learning Time With Language Experiences, Louise Binder Scott (Example for Shadow Play)

Spotlight on Drama, K-6, available at no cost from Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 98504

District Resources

Suggested Activities: Grade(s) K-1

Suggested Monitoring Procedures

Suggested Resources

Title: Movies
Group Size: entire class
Materials: film, screen, projector

Procedure(s): 2-3

- Show two movies to the class. Have one be a true story and one an animated movie.
- Discuss the difference. Teacher may want to make a list or chart.

  Example:

Characteristics of Animated Movie	Characteristics of True Story

- Have the children act out the story.

Title: Creative Dramatics With Puppets
Group Size: entire class
Materials: paper bags

Procedure(s): K-3

- Read a familiar story to the class. Have the students choose one character they liked best.
- Have them make a puppet.
- Teacher then discuss ways to work their puppet. (Ways of movement, how to show expression of feelings.)
- Have the children act out sequences of their story using the puppets.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to interpret characters, i.e., through pantomime, charades and role playing.

State Goal 1,7,9,10

District Goal

Program Goal 7,9

Related Area(s)

Suggested Activities: Grade(s) K-1

Title:	Guess Who I Am
Group Size:	small group, entire class
Materials:	customs from old clothes

Procedure(s):

- Teacher sets up a "play corner" in the room where the student can role play freely.
- Play the game "Guess Who I Am." The student acts out a familiar person (could be in connection with community helpers, family unit, etc.) The students can guess who they are.
- Students may dress up in old clothing as they role play.

Suggested Monitoring Procedures

Suggested Resources

Basal Readers Fairy Tales

Folk Tales

Tall Tales

Book Clubs, i.e., See Saw, Lucky Scholastic

Spotlight on Drama, K-6, available from Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 98504

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

380

379

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to interpret characters, i.e., through pantomime, charades and role playing.

State Goal	1, 7, 9, 10
District Goal	
Program Goal	7,9

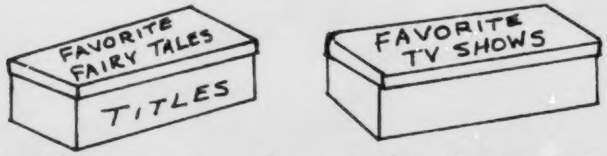
Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size:
Materials: box, titles, rules for pantomiming and charades

Procedure(s):

- Teacher decorates shoe boxes and prints on the outside some familiar categories.



- Inside put strips of paper with familiar titles in each category for that box. Students take turn drawing out of the box, pantomiming or doing charades of that title.
- Teacher should print out some simple rules for charades and pantomiming.

Example:
a. no voice
b. use of questions
c. facial expression
d. bodily movements

Suggested Monitoring Procedures

Suggested Resources

Basal Readers Fairy Tales

Folk Tales

Tall Tales

Book Clubs. i.e., See Saw, Lucky Scholastic

Spotlight on Drama, K-6, available from Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 98504

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

383

384

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Language Arts

SPECIFIC AREA: Listening

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. good listening habits, i.e., focusing attention on speaker, not talking to others, refraining from interrupting the speaker.	197-	K-3					
. paraphrasing is using words to restate what has been said by another.	207	2-3					
The student is able to:							
. follow oral direction(s).	201	K-3					
. experience enjoyment through listening.	203	K-3					
. listen for details and specific information.	205	K-3					
. paraphrase what has been said by another.	207	2-3					
The student values:							
. listening for enjoyment.	203	K-3					
. listening to gain information.	205	K-3					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows good listening habits, i.e., focusing attention on speaker, not talking to others, refraining from interrupting the speaker.

State Goal	1,6
District Goal	
Program Goal	1,4,10, 11

Related Area(s)

Suggested Activities: Grade(s) K-1

Title:
Group Size: entire class
Materials: tagboard, paper, felt pens

Procedure(s):
- Ask the students to draw and label figures which illustrate some of the poor listening habits and display them around the room. Then have a team draw a large figure illustrating a good listener surrounded by a series of lettered placards which describe his/her characteristics.

Title: Cartoon Characters
Group Size: entire class
Materials: paper, pencils, crayons

Procedure(s):
- Teacher draws cartoon characters.
- Discuss some of the poor listening habits such as, distractibility, talking out, interrupting, etc.
- Discuss cartoon characters who display poor listening habits, i.e., talk out Tim, distractible Donna, interrupting Irma.
- Have students illustrate and write a caption to go with the cartoon character they choose to draw.

388

Suggested Monitoring Procedures

Observe student performance. Keep a record of this.

Suggested Resources

English Language, Arts Listening and Speaking Section, K-12
The University of the State of New York.

District Resources

389

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows good listening habits, i.e., focusing attention on speaker, not talking to others, refraining from interrupting the speaker.

State Goal	1,10
District Goal	
Program Goal	1,4,10, 11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Whisper
Group Size: groups of 15-30
Materials:

Procedure(s):

- Have one student whisper a sentence to his/her neighbor. The student writes the sentence and keeps it covered until the sentence has been whispered to all students.
- Each person whispers the sentence to his/her neighbor. The last student to hear the sentence also writes it on paper. The first and last compare sentences in front of the room.
- Use in small groups at first.
- Discuss value or lack of value of rumors.

Variation: Small group at first.
Select a student to carry out activity which the teacher whispers to him/her. The students close their eyes and listen as the student who is "it" runs, marches, closes the window, drives a truck. The students try to guess who "it" is.

392

Suggested Monitoring Procedures

Observe: Ability to perform activity, attention paid, questions asked, volunteers more mistakes. Record responses.

Suggested Resources

A Collection of Language Activities, Shoreline School District
Activity Listening Relationships

District Resources

393

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to follow oral directions.

State Goal	1,10
District Goal	
Program Goal	1,4,10, 11

Related Area(s) Reading - Study Skills

Suggested Activities: Grade(s) K-3

Title: "Simon Says"
Group Size: entire group
Materials:

Procedure(s):

- The teacher gives directions to the students that may be performed near desks. Some are prefaced with words, "Simon Says." Others are not.

  Example:
  stand up
  raise right hand
  jump twice
  cough
  touch toes
  stand on right foot
- Students follow only directions prefaced by phrase, "Simon Says."
- Students are out and must sit down if they follow directions not prefaced by phrase, "Simon Says."
- Last to remain standing is winner.

  Extension: Either give orally or tape the following directions:
  Draw four dots in shape of a cross.
  Draw circle connecting dots.
  Within circle draw square making corners touch circle in four places.
  Within square draw another circle making it touch the square in four places.
  With pencil, shade area outside inner circle and within square.
  Within inner circle draw any geometric figure you wish.

  Example: triangle

Suggested Monitoring Procedures

Teacher observes: Is student able to perform activity? Does student pay attention? Does student ask questions? Does student volunteer own experiences.

Suggested Resources

Language Arts Curriculum Guide, Shoreline School District (p. 2)

SPICE, A Handbook of Classroom Ideas to Motivate the Teaching of Primary Language Arts

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student values listening for enjoyment. B. The student is able to experience enjoyment through listening.

State Goal 1,10

District Goal

Program Goal 1,4,10, 11

Related Area(s)

Suggested Activities: Grade(s) K-3

Title:
Group Size:
Materials:

Procedure(s):

- The teacher sets aside a certain time each day to read to the class anything that interests them.
- The teacher sets aside a certain time each week to share jokes or riddles.
- The students listen to the teacher reading poetry several times a week.
- The teacher sets aside a certain time to share experiences.
- Have the students discuss what they enjoy about stories, poetry, jokes, riddles, etc.

Suggested Monitoring Procedures

Teacher observes: Does student pay attention: Does student ask questions? Does student volunteer information, experiences? Teacher records responses of students.

Suggested Resources

Edmonds School District Curriculum Guide, First Grade LAL-3

Language Arts Curriculum Guide, Shoreline School District (pp. 5-6

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to listen for details and specific information. B. The student values listening to gain information.

State Goal	1,10
District Goal	
Program Goal	1,4,10, 11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size:
Materials:

Procedure(s):

- Read aloud a sentence giving different meanings through voice inflection and have students identify the emotion.
  Example: How are you?
- Discuss whether the question indicated happiness, anger, fear or indifference.

Title:
Group Size: individual, small group, entire class
Materials: six identical sets of containers filled with salt, beans, sand, cereal, dirt and rocks

Procedure(s):

- Blindfold student.
- Student must shake, rattle and roll contents to match or identify contents.

Title: Trip to China
Group Size: entire class
Materials:

Procedure(s):

- First student says, "I am going to China and I'm taking a suitcase."
- The second student says, "I am going to China and I am taking a suitcase and a turnkey."
- The process is repeated until half the class has had a turn. Start again with other half.

Suggested Monitoring Procedures

Teacher observes student's: attention, ability to perform, questions asked and enjoyment experienced.

Record your judgment.

Suggested Resources

English Language Arts
Listening and Speaking
Literature Section, K-12,
University of the State of
New York

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
Work up to using whole class. . Discuss how the information changes from beginning to end.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that paraphrasing is using words to restate what has been said by another. B. The student is able to paraphrase what has been said by another.

State Goal 1,10

District Goal

Program Goal 1,4,10, 11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size:
Materials:

Procedure(s):

- Read a story to the class. Students retell it in their words. This may be begun by paraphrasing sentences such as: "The noisy bumble bee went buzzing by." "The loud insect went flying past."
- Give the class the main point of a story. Guide the class in developing a story from that point.

Title:	Thumbs Up
Group Size:	entire class or small group
Materials:	list of sentences, some of which answer the question, "how."

Procedure(s):

- Students sit with thumbs. up. The teacher reads the sentences. As soon as the students hear a sentence which answers "how," they put their thumbs down.

  Example: The merry-go-round went round and round.
  Henry read very well.
  The squirrel went up the tree
  The dog barked loudly.
- The first student with thumbs down chooses someone to paraphrase (retell in his own words) the answer to the question, "How". "The merry-go-round goes around in a circle."

Suggested Monitoring Procedures

Suggested Resources

English Language Arts Listening and Speaking Section, K-12
University of the State of New York

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Language Arts

SPECIFIC AREA: Speaking

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. effective speech depends on clarity, rate and adequate volume.	211	1-3					
. conversation depends upon courtesy and respecting others' ideas.	231	2-3					
The student is able to:							
. speak in phrases and complete sentences.	215	K-3					
. relate personal experiences through speech.	219	K-3					
. is able to use related ideas in describing objects or people.	221	K-3					
. ask questions to clarify meaning or obtain information.	225	K-3					
. speak clearly at a rate and volume understood by others.	211	1-3					
. follow rules of courtesy in group discussions.	229	2-3					
. express ideas in conversation with another individual or small group.	231	2-3					
The student values:							
. speaking effectively before a group.	211	K-3					

412

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows that effective speech depends on clarity, rate and adequate volume. B. The student is able to speak clearly at a rate and volume understood by others. C. The student values speaking effectively before a group.

State Goal	1,6,8, 10
District Goal	
Program Goal	1,7,10, 11

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Choral Speaking
Group Size: entire class
Materials: poem or choral selection

Procedure(s):
- Select a poem with noticeable changes in mood and in the rate that the words are spoken.
- Have all students read the poem silently.
- Discuss the meaning and the mood of the poem.
- Have the students read the poem out loud once or twice.
- Discuss the importance of speaking clearly and how the rate of speaking changes the mood and meaning.
- Let the class determine the rate for different parts of the poem.

Title: Voice Levels
Group Size: individual, entire class
Materials:

Procedure(s):
- Have students talk into a tape recorder. They might describe a personal experience, favorite toy or play activity they particularly enjoy.
- Have class listen to the tape and decide if the student is speaking loudly, clearly and at an appropriate rate.

  Note: Only have three or four students record at one time. This activity could extend over a long period of time.

Suggested Monitoring Procedures

Teacher listens carefully to student's speech. Record if speech is: (1) clear, (2) projected with adequate volume and (3) spoken at appropriate rate, not too fast, not too slow.

Suggested Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows that effective speech depends on clarity, rate and adequate volume. B. The student is able to speak clearly at a rate and volume understood by others. C. The student values speaking effectively before a group.

State Goal 1,6,8, 10

District Goal

Program Goal 1,7,10, 11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Speaking Situations
Group Size: entire class
Materials:

Procedure(s):

- Discuss with the class speaking loudly and softly and whether one uses the same volume in all situations.
- Set rules for individual conversation and group conversation. Stress the different voice levels needed depending on situation.
- Do "individual talk time" and "group talk time" several times in close conjunction so students practice different voice levels.

Title: Voice Levels
Group Size: individual, entire class
Materials:

Procedure(s):

- Have the class listen to a tape recording of voices and sounds. Then discuss which are loud and clear and which are low and unclear.
- Make dittoed slip for each student's name with words "loud" and "soft" so each student has a slip for everyone but himself/herself.
- Each student spends a couple of minutes thinking of two or three sentences to share with the other students.
- Each student speaks for half-minute and other students judge the voice level as loud or soft.

Suggested Monitoring Procedures

Teacher listens carefully to student's speech. Record if speech is clear, projected with adequate volume and spoken with appropriate rate. Not too fast, not too slow.

Suggested Resources

Creative Teaching of Language Arts in Elementary School, James A. Smith, Allyn & Bacon Co.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

421

422

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to speak in phrases and complete sentences.

State Goal 1,6,8,10

District Goal

Program Goal 1,7,10,11

Related Area(s)

Suggested Activities: Grade(s) K-1

Title: Phrase Repetition - Echoes
Group Size: entire class
Materials:

Procedure(s):

- Discuss with class what echoes are and how they work.
- Teacher says, "I'll be the voice and you be the echo."
- Say a phrase and ask student to repeat it.
- Vary this by letting students be the voice as well as the echo.
- Have students repeat phrases and sentences.

Title: Tongue Twisters
Group Size: entire class
Materials:

Procedure(s):

- Say several tongue twisters to the students.
- Have the class say them together orally.

Example:
My mother made me make mush.
A big black bug bit a big brown bear.

- Emphasize the flow of language and the fact that each tongue twister is a complete sentence.
- Have the students make up some "original" tongue twisters.

Suggested Monitoring Procedures

Student observation: Tape record students and let students check themselves on speaking in phrases and sentences.

Teacher observation: Ask student a question and listen to whether the student responds in phrases and sentences.

Suggested Resources

Spotlight on Drama in the Classroom available through Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 9850

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

425

426

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to speak in phrases and complete sentences.

State Goal	1,6,8,10
District Goal	
Program Goal	1,7,10,11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Creating Sentences
Group Size: small group
Materials: slips of paper, felt pens

Procedure(s):

- . Give oral examples of action words, i.e., ride, hit, and ask the class to supply a sentence with the word.
  Example: Tom likes to ride his bike.
- . Print action words on slips of paper. Put the words in an envelope.
- . Have students pick a slip of paper and think of a sentence using an action word.
- . Ask each student to give (state) his sentence orally.

Title: Tape Recording Speech
Group Size: pairs, small groups
Materials: tape recorder

Procedure(s):

- . Have students work in pairs. Have students ask a question of partner.
- . Other student answers question into a tape recorder.
- . Play back the student's taped response and the partner listens to hear whether the response is in phrases or complete sentences.
- . A few days later, retape students to hear whether there has been any improvement in their ability to speak in complete sentences.

Suggested Monitoring Procedures

Teacher observation: Listen to hear whether student can correctly repeat and articulate one or two sentences without unnecessary pauses.

Student observation: Students work in pairs to check each other on speaking in complete sentences.

Suggested Resources

Language Activities Guide, Shoreline School District

District Resources

Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

Suggested Resources

Title: Tongue Twisters
Group Size: entire class, small group
Materials: slips of paper

Procedure(s):

- Put various tongue twisters on paper slips and have approximately half the students choose a tongue twister to say to the class.
- Let one person try the "twister" once slowly and once rapidly. Then say it rapidly five times.
- Then after one person tries, ask for volunteers (two or three) to try the same one.
- The tongue twisters should be phrases of three to nine words.

Example:
Betty Botter bought a bit of bitter butter.

What noise annoys an oyster?
A noisy noise annoys an oyster.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to relate personal experiences through speech. B. The student values speaking effectively before a group.

State Goal	1,6,8,10
District Goal	
Program Goal	1,7,10,11

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Suggested Resources

Title: The Most Exciting Thing That Ever Happened to You

Group Size: entire class, small group

Materials:

Procedure(s):

- Show pictures of events and read stories of exciting happenings.
- Discuss with the class some exciting things that might have happened to them.
- Give each student an opportunity to close their eyes and think about what they consider the most important thing that ever happened to them.
- Let students take turns relating their "most exciting personal experience" to the class.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

434

433

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to use related ideas in describing objects or people. B. The student values speaking effectively before a group.

State Goal	1,6,8, 10
District Goal	
Program Goal	1,7,10 11

Related Area(s)

Suggested Activities: Grade(s) K-1

Title: Describing People
Group Size: entire class
Materials:

Procedure(s):

- Discuss with the class various characteristics of people, i.e., facial features, hair, clothes, mannerisms.
- Have four students dress up in costumes including false nose, glasses, wigs, hats, etc.
- Have students in the class take turns describing the four "characters."
- After students have had an opportunity to think about distinguishing characteristics, play "People Clue."
- Describe someone the students know.
  Example: She has long red hair, likes math, eats pizza and plays the piano.
  He has short curly hair, likes to play baseball, gives good speeches and loves to sing.
- Class tries to guess the identity of the people described.
- Continue with activity until all students have participated in descriptions.
  Extension: Have students describe themselves, their friends, their family members, their favorite possessions, their pets, etc.

Suggested Monitoring Procedures

Teacher observation: Teacher observes student in several speaking situations.
Teacher asks student a question related to personal experience and listens to response.

Suggested Resources

Spotlight on Drama in the Classroom available through Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 98504

District Resources

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Suggested Resources
Title: Giving Directions and Describing Locations **Group Size:** entire class **Materials:** chalk, chalkboard **Procedure(s):** . On chalkboard or overhead projector, draw a map of the area where the students live. . With the whole class, discuss the map and its major directions. . Have individual students tell the directions to their houses adding landmarks if they know any. . Select five or six students a day stretching the activity over several days.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to use related ideas in describing objects or people. B. The student values speaking effectively before a group.

State Goal 1,6,8,10

District Goal

Program Goal 1,7,10,11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Describing People

Group Size: entire class

Materials:

Procedure(s):

- Discuss with the class various characteristics of people, i.e., facial features, hair, clothes, mannerisms.
- Have four students dress up in costumes including false nose, glasses, wigs, hats, etc.
- Have students in the class take turns describing the four "characters."
- After students have had an opportunity to think about distinguishing characteristics, play "People Clue."
- Describe someone the students know.

  Example: She has long red hair, likes math, eats pizza and plays the piano.
  He has short curly hair, likes to play baseball, gives good speeches and loves to sing.
- Class tries to guess the identity of the people described.
- Continue with activity until all students have participated in descriptions.

  Extension: Have students describe themselves, their friends, their family members, their favorite possession, their pets, etc.

Suggested Monitoring Procedures

Teacher observation: Teacher observes student in several speaking situations.
Teacher asks student a question related to personal experience and listens to response.

Suggested Resources

Spotlight on Drama in the Classroom available through Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 98504

District Resources

Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

Suggested Resources

Title: Giving Directions and Describing Locations
Group Size: entire class
Materials: chalk, chalkboard

Procedure(s):

- On chalkboard or overhead projector, draw a map of the area where the students live.
- With the whole class, discuss the map and its major directions.
- Have individual students tell the directions to their houses adding landmarks if they know any.
- Select five or six students a day stretching the activity over several days.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to ask questions to clarify meanings or obtain information. B. The student values speaking effectively before a group.

State Goal 1,2,8,10

District Goal

Program Goal 1,4,7

Related Area(s)

Suggested Activities: Grade(s) K-1

Title: Questioning Game (Guess the Question)
Group Size: entire class
Materials:

Procedure(s):

- One student leaves the room.
- Teacher or student asks a question of the class.
  Example: What is 3 and 2?
- The student comes back into the classroom. Another student tells him/her only the answer to the question: "5."
- Chosen student has two guesses to get the question. Student can ask three questions of the class to narrow it down.
  Example: Is this math? Is this adding? What is 2 + 3?

Title: Riddles and Questions
Group Size: entire class
Materials: one large picture, smaller pictures for each student (from newspaper, magazine)

Procedure(s):

- Teacher and class make up a riddle based on the large picture.
- Each student then makes up a riddle using his/her small picture.
- Students group in twos or fours. One student in each group says his/her riddle.
- Other students in each group takes turns asking one question of riddler. Each student then has one guess.

Suggested Monitoring Procedures

Teacher observation: Students ask questions in response to short, incomplete or vague statements.

Suggested Resources

Creative Teaching of Language Arts in Elementary School, by James A. Smith, Allyn & Bacon Co.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to ask questions to clarify meaning or obtain information. B. The student values speaking effectively before a group.

State Goal	1,2,8,10
District Goal	
Program Goal	1,4,7,11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Asking Questions
Group Size: entire class, small group
Materials:

Procedure(s):

- Read a short selection to class.
- Guide students (model) on how to ask questions to learn facts and feelings.
  Example: What was the meaning of the word ______?
  What did John mean when he said ______________?
  Was Mary correct when she said, "______________?"
  How did ______________ feel at the time?
  How would you have felt under similar circumstances?

Title: 20 Questions
Group Size: entire class, small group
Materials:

Procedure(s):

- Leader thinks of an object in the classroom which is animal, vegetable or mineral. He/she whispers it to the teacher. The children have 20 guesses to discover the object. Questions must be answered with a "yes" or "no."
  Example: Guide them in locating object: a. (left, right side or room), b. high, low, c. comparable size (larger than a breadbox), d. moving parts.
- Winner and new leader is the person who can identify the object.

Suggested Monitoring Procedures

Teacher observation: Do students ask questions in response to short, incomplete or vague statements?

Suggested Resources

Listening, Reading, Talking and Writing Experiences in Language, Hand, Harsh, Ney, Johnson, Stanek

Language Arts Activity Guide, Shoreline School District

District Resources

448

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

450

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student is able to follow rules of courtesy in group discussions.

State Goal	1,6,8,10
District Goal	
Program Goal	1,7,10,11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Group Discussion
Group Size: entire class
Materials:

Procedure(s):

- Teacher and students discuss rules of courtesy needed for group discussion.
- Students choose a discussion chairperson and the discussion topic(s).
- With the chairperson maintaining the rules, class discusses topic(s) for five to ten minutes.

Title: Telephone Talk
Group Size: entire class, small groups
Materials: materials necessary to make a large telephone receiver (construction paper, paste, scissors, two cans and a stick, perhaps)

Procedure(s):

- Each student makes a large telephone receiver.
- Students and teacher discuss rules for courteous discussion and the need for such rules.
- Students in pairs talk before the class roleplaying as parent/student, student/student, coach/player, etc.
- Telephone talk could also be used for large group discussion of various class problems, usually done without using students' names.

Suggested Monitoring Procedures

Teacher observation: Student cooperates and maintains courtesy during discussion.

Suggested Resources

Language for Daily Use, by Mildred A. Dawson

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

454

453

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student is able to express ideas in conversation with another individual or small group. B. The student knows conversation depends upon courtesy and respecting others' ideas.

State Goal	1,6,10
District Goal	
Program Goal	1,7,10, 11

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Conversation
Group Size: pairs, entire class
Materials:

Procedure(s):

- Select several familiar topics about which students might like to have a conversation.
- Divide the class into groups of two's, or let students informally select a partner.
- Have each pair of students select a topic they wish to discuss in conversation with each other.
- Emphasize the idea that any and all ideas are acceptable in conversation and that conversation is an informal way of communicating.
- Give the students five to ten minutes to carry on their "conversation."
- Following the activity, have the class discuss some of the ideas they expressed in conversation.

Title: Discussing Courtesy
Group Size: entire class
Materials:

Procedure(s):

- Teacher and students discuss rules of courtesy and respect in conversation.
- Demonstrate with two small groups a correct and incorrect method to have conversation.
- Put a topic on the chalkboard that students discuss for several minutes in groups of four to six.
- After conversation is over, ask students what rules of courtesy and respect were followed and which need to be re-emphasized.

Suggested Monitoring Procedures

Suggested Resources

Language Activities Guide, Shoreline School District

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources